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ABSTRACT

This book presents a discussion of new ideas for education and the factors needed to approach educational change. It is designed to be easily read by anyone interested in education. It considers educational and multi-disciplinary practices, and the concerns that impact education and student success. The book is divided into four sections. Section One, "Concerns Impacting Education and Student Success," includes topics on individual development; student skill development; student behavioral concerns; and student destructive behaviors towards others. Section Two, "Essential Elements for Consideration," includes what success looks like; skill development (personal, social, emotional, behavioral); how people learn and change; and the role of the school climate. Section Three "The Plan-A Model to Follow," describes a comprehensive classroom group guidance systems model. Section Four, "Solutions for Student Success," discusses topics on the plan of education for the new millennium including self concept measures, student skill development, and student behavioral concerns. Charts and illustrations are used throughout the book to emphasize the information. (Author/JDM)

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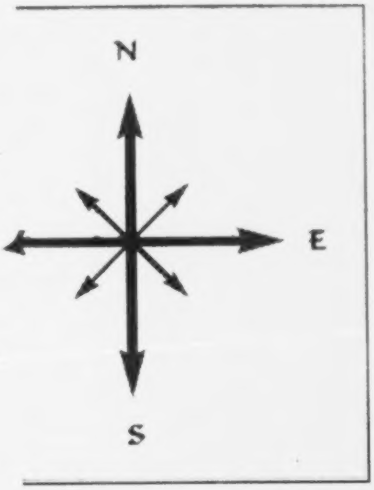

# EDUCATION

## FOR THE

# NEW MILLENNIUM

**TOMMIE R. RADD, PH.D.**

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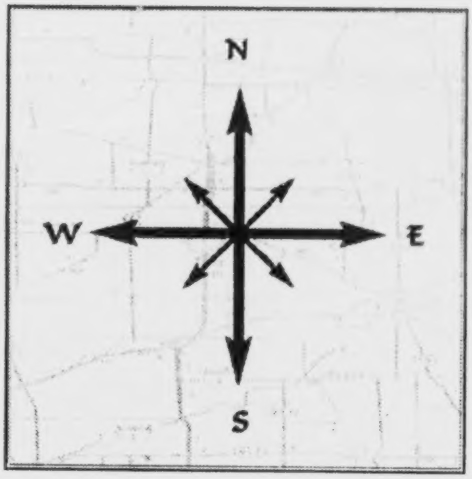

## EDUCATION FOR THE NEW MILLENNIUM

TOMMIE R. RADD, PH.D.

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*We need a vision of education*
*that addresses the development*
*of the whole student who can*
*function, contribute and succeed*
*in the new millennium.*
—Tommie R. Radd, Ph.D

# DEDICATION

TO ALL CHILDREN

and their

limitless possibilities for the present and future.

TO ALL EDUCATORS

and their

great opportunities to transform education.

TO SOPHIA RADD, MY MOTHER

for her

unwavering selfless love, support and belief

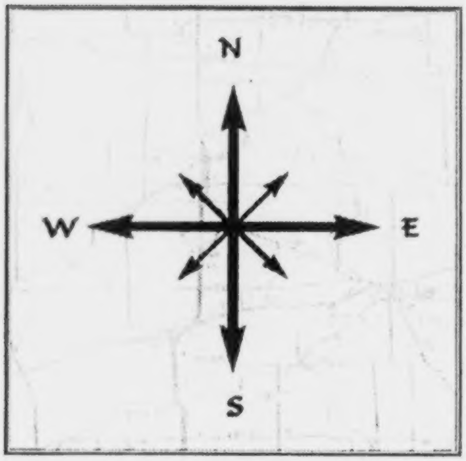
in

THE GROW WITH GUIDANCE SYSTEM

and her

encouragement and love of me.

## *A Compass For Our Trip*



## *Getting From Here To There . . .*

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## *Direction For Our Destination*

## *Getting From Here To There . . .*

8

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# Getting From Here To There . . .

# Education for the New Millennium

## Preface

This book is a written discussion about education with professional educators and people outside the profession. Many people think they are experts in education simply because everyone has been in school. Being in school provides us information based on what has happened in the past. Keeping the past in mind and learning from experiences has value, but doesn't provide innovative solutions for the future. The purpose of this book is to present a new way of thinking about education. The issues covered here are important for the future of our students and the effectiveness of the educational system.

Our families, communities, nation and all students deserve the very best opportunity for a quality education and educational system. A great deal is at stake when you weigh the importance of education and our future. That is why this book is written without the use of professional jargon and is intended as a " friendly" read for anyone interested in education. Experience has taught me that clear, straight talk is the most constructive way to bridge different groups and schools of thought.

My thoughts are grounded in educational and multi-disciplinary practice and research and over 30 years direct personal experience both inside and outside of education. I have had the opportunity to visit schools throughout the United States and in various countries. One common element at every site and within every culture is the attitude toward the importance of education. Education is the foundation where ALL students have access to a healthy and purposeful life.

We can't afford the loss of our greatest national resource. . . our students. Education that builds on what is working and changes what is not working is possible. We can create a society where all people make their contributions, where all experience and have the skills to replicate a democratic process and become contributing citizens and where all develop understanding and skills to contribute to the global community.

Can We Get from Here to There? I HOPE SO! Please read on, stay open to the ideas that follow and reflect on the thoughts to come!

Welcome!

Tommie R. Radd, Ph.D.

## Introduction

This book discusses new ideas for education in the millennium including:

- concerns impacting education and student success
- factors for consideration to approach educational change
- a model to follow and solutions for student success

The heart of this book is the innovative role of guidance systems, not a debate on the merits of public education versus educational choice.

A concern with current public discourse on education and educational change is that various publics are condemning the value of a public education and working to stop the focus on improving education for all. Needed resources are being drained to improve opportunities for all to have the best teachers and learn to their ability. But the possibilities needed for all students to develop their potential could stop. All may not have equal access and a caste structure of sorts would result. Choice for students to go to private schools is important. However, providing choice at the expense of a quality public system for all students defeats the purpose of education.

Are we missing the bigger picture of necessary and expanded life skills when we discuss education for all students? What do students need to know in order to be successful? We live in a free and independent country. Compulsory education became the law of the land because it was clear that all our country could be and hoped to accomplish was determined by the ability of all citizens to contribute. The skills needed for those contributions are developed through education applied to life experience.

Education is the foundation for this process. Public education, though far from perfect, is the great hope of all students. Public schools can't pick and choose students who attend. Families send students who deserve the best education they can experience. When students and families from all walks of life feel they belong to a school, students have an opportunity to develop their personal sets of skills while learning and interacting with people from the diverse culture in which they live. No one benefits in the long-run from the separation of groups. Investing in effective, innovative education is a win-win for everyone.

When all is considered, I know if we can cure disease, send man into orbit and walk on the moon, we have the skill and talent to keep what is working in education and improve what is not working for all students. I ask "WHAT WILL IT TAKE TO GET FROM HERE TO THERE?"

Please take a short trip with me to determine ways of Getting From Here To There . . . Education for the New Millennium.

Can we get from here to there?
Let's find out.

# SECTION ONE

# CONCERNS IMPACTING EDUCATION AND STUDENT SUCCESS

## Glossary of Terms

## Section One and Two

**Behavioral Skills -** knowing how to act in a helpful way, how to set and act within appropriate personal boundaries; understanding how to make decisions, solve problems and assume responsibility for consequences

**Cooperative Learning** - an approach that structures educational activities requiring students to work together in order to complete the activities; activities requiring students to assume different team roles during the group activity process

**Ego -** self-centered, egotism, views everything in relation to self

**Emotional Skills-** knowing, understanding, interpreting and using appropriate feelings; relating appropriate affect and attitude to self and others

**Multicultural** - acknowledging and valuing many different groups with their own unique characteristics; including but not limited to ethnic groups

**Multiple Intelligences -** an expanded view of intelligence from the traditional view (which determines intelligence from one's ability to answer standardized intelligence test items; views intelligence as innate and unchanging throughout life) to a plural view based on the ability to problem solve and produce in one or more of the seven identified intelligences: body-kinesthetic, interpersonal, intrapersonal, linguistic, logical-mathematical, musical, spatial

**Personal Skills -** knowing, understanding, interpreting and using self and other awareness information and characteristics; viewing self and others with mutual respect

**Self-Concept** - the identity, character or essential qualities of people, the sum total of the way people view themselves and the way they belong in the world

**Self-Concept Series** - the three steps:
(1) truth, unconditional acceptance;
(2) behavior; and
(3) accountability
used to integrate self-concept into life skills.

**Self-Concept Series Weave** - weaving the self-concept series into life situations, relating each series step to life situations as they occur so students apply and interpret the skills in life events

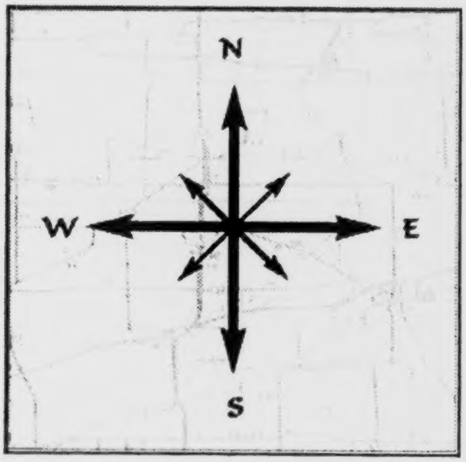
**Self-Esteem** - the evaluation component of self-concept; evaluations which people make of themselves, their worth or capabilities

**Self-Perception** - the filter for the way people see and interpret information, experiences and possibilities

**Self-Vision** - the vision people hold for themselves; the pictures people hold of their possibilities

**Social Skills** - knowing, understanding, interpreting and using appropriate behavior skills in different situations with others; understanding rules, guidelines and responsibilities as they relate to others and different situations; demonstrating mutual respect

***Follow our Compass . . .***



***If we want a different result, the plan needs to be different.***

## Chapter One

## Beginning The Journey

### The Trip

Once upon a time I visited New England for most of one summer. During that summer friends from back home in Ohio came to visit this historic area with me. History came alive and many road trips throughout New England enhanced each day's adventure.

One day en route to the next adventure, one of my friends and I got lost and we asked a construction worker for directions. Seeing the Ohio license plates he responded with kindness and concern for our situation. After hearing our destination, he matter-of-factly stated, "You can't get there from here." Quite surprised at this response, I reiterated, "You mean we can't get from here to there?" It never dawned on me that there was a place I couldn't go with the correct directions and means of travel.

After a short time to think, our new guide said, "Well, I guess you can get from here to there, but it will be tricky. You need to go left, then ............................" I asked my friend to really pay attention to the directions because it would take both of us to find our way. Once en route and on track my friend and I laughed at the idea that there could be any place you couldn't go. This seemed especially in conflict with travels in the heart of historical places where everything became possible, where the beginnings of an independent nation took place. We reached our destination, had many pleasant adventures and the trip had a happy ending.

## Rehabilitation Reflection

Previous to this trip I had worked in different positions as a teacher, rehabilitation counselor with adults and a social service director for a children's rehabilitation center. I became concerned when students qualified for rehabilitation assistance after graduating from public and private schools, were unable to function successfully in society. For many of the adults and children with whom I worked in rehabilitation and teaching, I came to believe that intervention through rehabilitation needed to merge with prevention in order to break various behavioral cycles. Due to challenges within each discipline, most professionals from the various disciplines in rehabilitation and education didn't connect and see the whole picture.

At the time of my New England trip I had moved into public education again to begin merging my rehabilitation experience with my teaching experience. My vision was to create programs and experiences that included what I learned was needed for the success of all students. I was an elementary school counselor and coordinator in a school district with seven elementary schools, seven principals, 3000 students, 180 teachers and no budget and, simultaneously, a school board member in my local community. I have always seen all students as special, capable and valuable with limitless possibilities. My job was to create an environment and experiences for their talents to emerge. Through merging concepts from disciplines and with experiences, I began formulating ideas that worked for all students, supported staff effectiveness, improved class climate and supported families.

In the last decade I have begun to question if we can accomplish the goals we set for all students. Various groups look for reasons to not work together. At times respectful communication between groups seems nonexistent. Polarities between groups have intensified. Blaming the public education system for every concern regarding students is convenient. Progress outlined and expected is slow in spite of education reports such as Goals 2000, The Scans Report and other education and career initiatives. The greatest tragedy is that all students are at-risk of losing because their needs and wants get lost in all the rhetoric. For this reason it is crucial to be heard and understood so that approaches which work can be more widely implemented.

Now IS the New Millennium. Educators have worked to get ready to kick off the millennium with success possibilities for all students in place. Goals were set through various initiatives targeting that all would be ready "by the year 2000." NOW IT IS HERE. What is the reason things are not in place? What needs to happen now? Can we get from here to there or is the dream of life success for all students impossible?

## Areas Of Concern - Can We Get From Here To There?

### General Areas

### Self-Concept Development

Self-concept, one of the most misunderstood information areas of the last few years, is the identity, character or essential qualities of a person, the way that person views himself or herself and the way that person belongs in the world. Self-concept is learned. If students don't receive information and have experiences that support positive self development, this learning is left to chance and is often destructive. Comments like the following are reasons for concern.

> "A gang member has a high self-concept."
>
> "This is the ME generation with a focus on TOO much self-concept and not enough other-concept."

> "Self-concept information and focus is one of the things wrong with education and has caused problems that stop a student's academic success."

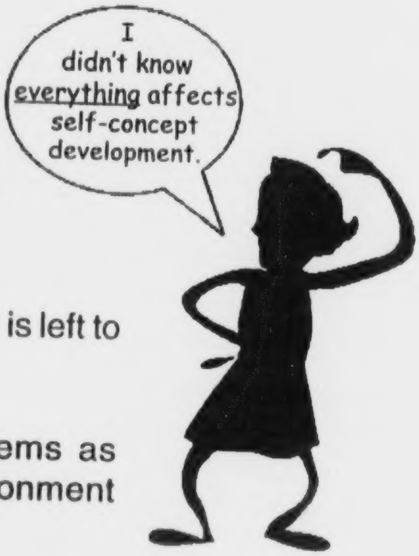
These comments clearly convey a lack of understanding of how self-concept develops and the critical role of self-concept in personal development. The above comments are actually examples of a low self-concept and high ego. High ego is very different from a positive self-concept. A large, out-of-control ego is an indicator of low self-concept where one's worth is determined by factors outside of oneself. A person with high ego is self-centered, views everything in relation to self and often lacks personal responsibility and accountability for behavior choices. As a result, a high frequency of hurtful behavior is common and is detached from the person's relationship with self and others. This high ego concern with a low self-concept pattern is damaging for people of all ages.

As a result of the lack of focus on self-concept development, student and adult experiences that support or deter the development of self are not identified. Environments and quality relationships which support and invite students are frequently "talked but not walked." Self-esteem, the evaluation component of self-concept, is interchanged with self-concept. The way I evaluate myself, based on what I've learned, is one part of the whole of self-concept.

Self-concept is critical because it's the frame of reference for all interactions and choices. Self-concept is the foundation for all self-perception which filters information and experiences based on our self beliefs. The way we "see" ourselves filters information and experiences and gives us ability to see life possibilities. Self-concept is the guiding light for all behavior choices. We can only see and go as far as this self-vision can take us. We can only see and support others as far as our self-vision can take us. Everything we are and become grows from this foundation.

When:

- skills are not taught
- many view time spent on self-development as an extra
- this important foundation is left to chance at best
- we view student problems as isolated from the environment and their relationships


I didn't know everything affects self-concept development.

we can't get from here to there.

## Academic Achievement and Academic Success

All students need to learn as much as possible to support their and society's success. This is one reason public schools were created to educate citizens to function in a democratic society as contributing adults. As a result schools need to create learning experiences for students so all learn what is necessary for a successful life. Schools are improving the academic skills of many students and are committed to improved academics for all students. Two things have changed due to time and societal changes in the way this academic success is measured. In the past, success meant all students getting passing grades, understanding and memorizing as much information as possible, graduating from high school and when possible, going on to college. This is no longer the case.

First, academic success looks different due to the rate information increases. It is projected that by the year 2010, information will double every 73 days! Students will still need to be taught core information, but this alone is not sufficient. A great deal of this vast information network will require the knowledge of how to access and determine what is pertinent information.

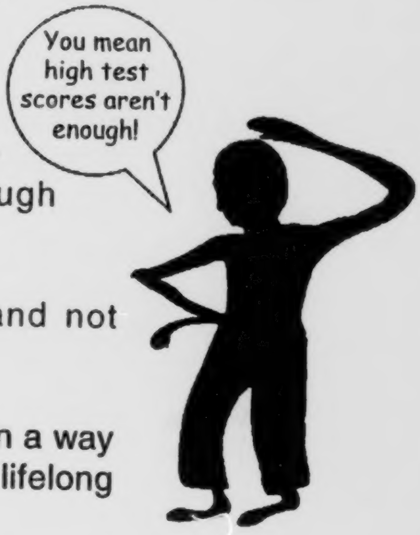
Due to the increase in information, it'll be impossible for people to memorize or even learn everything needed for their work or personal lives. As a result, this increase in information requires more time working in teams and networks. Higher-ordered thinking will be critical for information to be utilized. Jobs will exist and be in demand that can't be imagined at the present time. Change will be the constant. All students will need the skills to see themselves as capable of adapting to and handling transition. They'll also need a clear understanding of themselves to know where they fit and how to contribute.

Second, academic success looks different because it requires a major focus on the personal, social, emotional and behavioral skills needed to support student learning. Students need strong self-concept-as-learners so they can see themselves as capable and able learners regardless of learning challenges. Handling anxiety and stress is critical within the learning environment when difficulty learning a concept, completing an assignment, or taking a test occurs. Having a classroom rich in dialogue and cooperative learning strategies is critical for students to learn and practice teamwork and networking skills. The ability of students to focus upon learning and apply core information is essential, even if the information may be difficult or boring.

At this time, the majority of classrooms and schools have a narrow focus and don't have this greater understanding of the skills needed for academic achievement and success to occur. In some cases, scores on a test are the determining factor for defining and measuring school success. In most cases, the sad reality is that our students may not succeed even when they pass these tests.

As long as:

- we view academic learning as an isolated experience for students
- we refuse to have a holistic view but rather a narrow focus of what academic success is
- we teach to the test and measure academic accomplishments through testing and grades
- we teach subjects and not students
- we approach learning in a way that doesn't focus on lifelong learning


You mean high test scores aren't enough!

we can't get from here to there.

## School Improvement and Redesign

The school improvement and redesign movement has emerged because of a desire to change and improve schools. Professionals in public schools and higher education institutions have taken the position that improvement and change is needed to meet the needs of students. Professionals work hard to improve student learning. Many schools have developed plans and have made improvements to support this effort. The trend has been to assess what's working and

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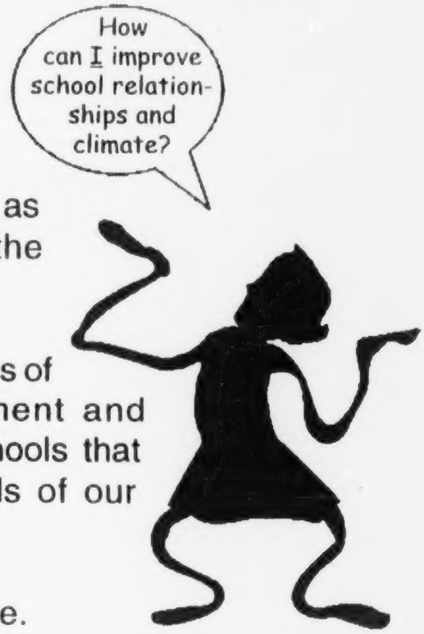
then to determine how to improve, change or omit what's not working. This sounds great in theory. However, many schools assess what they need in technology as their improvement plan. Adding computers to what's there is great. But if that's the focus, it falls short of creating the new vision for schools that addresses the development of the whole student who can function, contribute and succeed in the new millennium.

When:

- we add technology and call it school improvement
- we ignore the relationships within a school as an integral part of the improvement plan
- we have a narrow focus of academic achievement and success, creating schools that don't meet the needs of our changing world

we can't get from here to there.


How can I improve school relationships and climate?

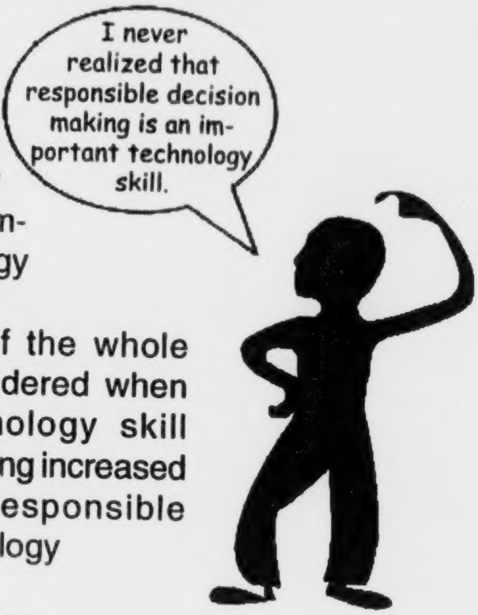
## Technology Development and Application

Technology is an integral component in all areas of life today and is growing in its important contributions. It's increasingly important to be competent in the use and application of technology. All areas of life require the use of technology at some level. Great opportunities for growth and healing exist due to the possibilities created with our technology. On the other hand, many areas of life are impacted by the irresponsible way some use the available technology.

Reports grow about problems that occur because of internet sites that make pornographic information available to our students. Various hate groups use the internet to recruit members for destructive purposes. Dialogue increases on what to do about these and other dilemmas. These issues don't deny the importance of using technology to improve our education system. But they do raise our awareness of the need to help students learn responsible decision making as it relates to technology.

When:

- all students don't have equal access to technology
- students see themselves as unable to learn the necessary information to be competent with technology
- the development of the whole student is not considered when determining technology skill competence, continuing increased problems with irresponsible application of technology


I never realized that responsible decision making is an important technology skill.

we can't get from here to there.

## Gender Equity

The gender discussion is alive and well as we move into the new millennium. Gains have been made with greater understanding and opportunities for gender equity and these gains indicate we are improving. Now there are more positive examples and role models for our students than in the past.

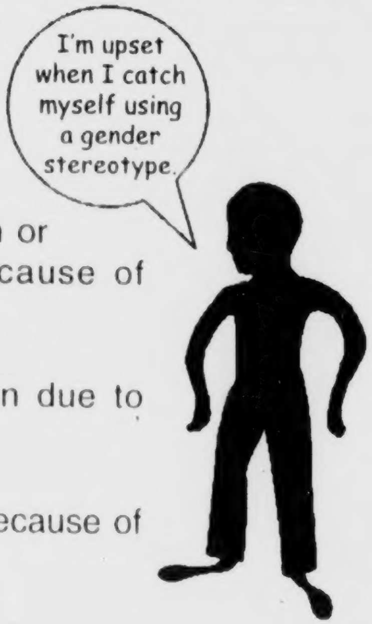
At times men and women still hold beliefs which either enhance or limit the opposite gender. When this occurs these beliefs can polarize gender groups and promote a "better than" mind set between genders. As a result gender groups look for ways they are better than the other gender and focus on differences, not inclusion.

Problems occur in those situations where we know there are differences between people and use those differences to limit human possibilities. Cultural norms determine what is appropriate and these unspoken and often unconscious beliefs target anyone who doesn't conform to the narrow profile. Men and women have similarities and differences in the way they function, have wants and needs and possess talents. A person doesn't possess all of the stereotypic profile differences that could be projected onto him or her.

Students lose when we project gender stereotypes that affect our expectations of students and their expectations of themselves. When students are discouraged or guided into ways that limit the development of their talent, no one benefits from their unrealized accomplishments. The challenge is to stop possible projecting of stereotypic profiles so that students can develop and grow.

When:

- we assume someone can or can't do something because of gender
- career paths are chosen due to gender
- emotions are regulated because of gender


I'm upset when I catch myself using a gender stereotype.

- what we are able to learn is determined by gender
- limitations are accepted because of gender stereotypes

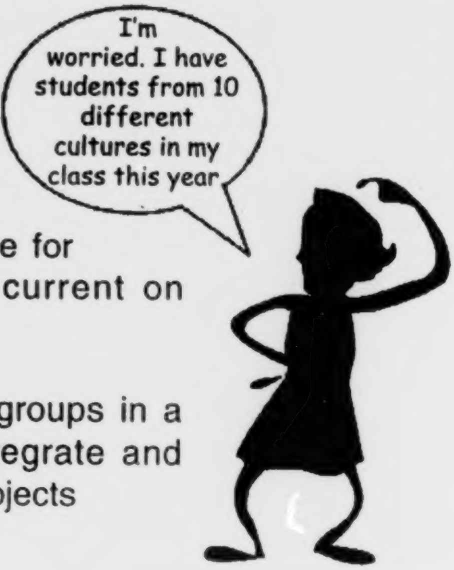
we can't get from here to there.

## Multicultural Sensitivity and Understanding

Actions are being taken in many schools to cultivate and promote cultural understanding to enrich the quality of life for our students. In spite of these efforts, an urgency for respect between cultures and groups resonates within our communities after tragic or destructive incidents between and toward cultural groups. The problem is that after the initial shock of an incident displaying hate and prejudice toward a cultural group, little is done to address the root causes of the problem. When root causes are not addressed in a comprehensive manner, prevention of the problem is difficult.

As long as:

- a plan is not in place where all cultural groups can dialogue and work together
- a plan is not in place for educators to stay current on cultural issues
- we include various groups in a school but don't integrate and include groups on projects


I'm worried. I have students from 10 different cultures in my class this year.

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- we don't integrate information about all groups for all to learn

- we do little to identify ways of learning to respect others and value differences as a strength

- we don't see all students worthy as human beings and learn to value them on a personal level

we can't get from here to there.

## Sexuality Sensitivity and Understanding

The topic of sexual orientation is a difficult one due to our differing beliefs and controversial information of cause. It becomes even more difficult when we discuss how to handle this topic with students. We know that all messages students receive teach them about our beliefs toward them. With students' physical development comes their sexual development which can be a very confusing time for students. We ask students to talk to parents and other adults they trust, but will they talk openly and honestly? Will they stay safe or emotionally alienate themselves in this process?

Continued acts of hate and prejudice toward people with different sexual orientations is alarming, tragic and wrongly justified. I'm not a scientist who specializes in biology or genetics, rather, an educator who has worked with students, staff, administrators, families and community groups for three decades. Most of my friends, students and acquaintances have personal, romantic relationships with people of the opposite sex, but some do have personal, romantic relationships with people of the same sex.

What I've learned from both groups as a friend and professional is that very early in life people know to what gender they are attracted. There is an inner force that is a part of people. This isn't a force that controls people or is programmed into people. This is a force that is within people as is their sex, eye color and other innate characteristics. This isn't a force that acts out toward or against people, but is integral within.

Problems occur for our students and society when we have no accepted ways to discuss feelings and differences in people as it relates to sexual orientation. This can be a very uncomfortable topic for many, so it's easier to negatively judge those who are different and distance ourselves. It's easier to look for reasons to be non-accepting than to realize sexual orientation as one of hundreds of personal characteristics of all people.

When:

- people within the school and community are judged by differences and not their positive personal characteristics
- students hear derogatory remarks about people with same-sex orientation
- hurtful comments that include sexual name calling is allowed
- students are not open about their internal forces and drives with someone who cares and is nonjudgemental

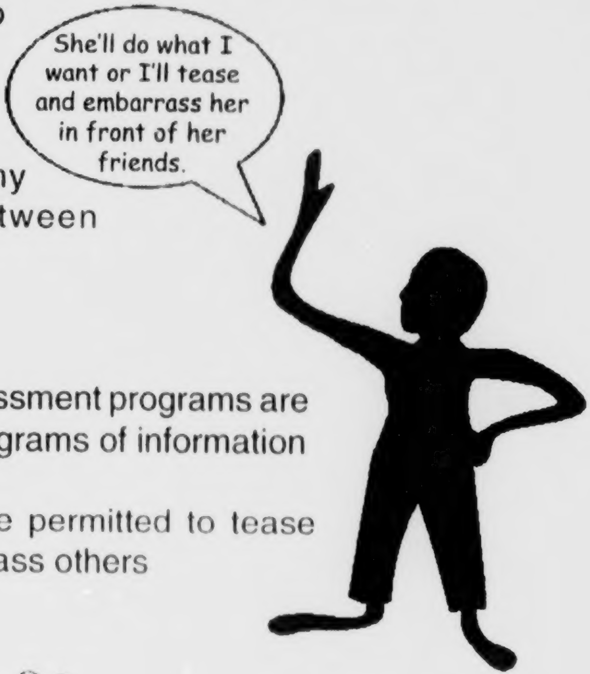
How can I monitor put-downs and name calling? Sometimes I forget and act that way!

we can't get from here to there.

## Sexual Harassment

There is increased awareness and effort to address sexual harassment issues, but more needs to be done. Sexual harassment continues to be reported within our workplaces and communities. When people use their power for sexual favors, we all lose because of the lack of productivity and increased vulnerability which impacts all. When we allow students to tease or single out people of the opposite sex, we all lose. We perpetuate the problem when students stay in a fearful environment due to ongoing, inappropriate encounters with students of the opposite sex with no way of communicating their fear and worry. At any level, when power is aggressively imposed upon a person through sexual threats and abuse, the outcome is tragic because of its long term impact on the person.

Programs that address sexual harassment are important. We need to explain to all students ways of belonging, interacting and contributing in socially appropriate and respectful ways. To accomplish this requires students to have personal, social, emotional and behavioral skills needed for healthy relationships between people.


She'll do what I want or I'll tease and embarrass her in front of her friends.

As long as:

- sexual harassment programs are isolated programs of information
- students are permitted to tease and embarrass others

- students don't see themselves as able and powerful to handle difficult situations
- students don't understand how to be assertive
- students have no basic personal, social, emotional and behavioral skills

we can't get from here to there.

## Sensitivity and Understanding of Persons with Disabilities

In the past many people with various disabling conditions never reached old age because of limited medical advances. At times in our history it was viewed as shameful to have someone in a family with an apparent disability. These family members were often left at home or in institutions. Usually, people didn't talk about the disabled person and many times such family "secrets" were either passed from one generation to the next or forgotten.

Things have changed with time, education and medical advances. People with disabilities and their families began to demand equal access. Families stopped hiding facts about having disabled family members and began asking for all people to be treated fairly, with all of the benefits of those who weren't obviously disabled. Families and disabled people want the disability to be just one characteristic, not the main focus and distinguishing characteristic of the person. Everyone is more than that.

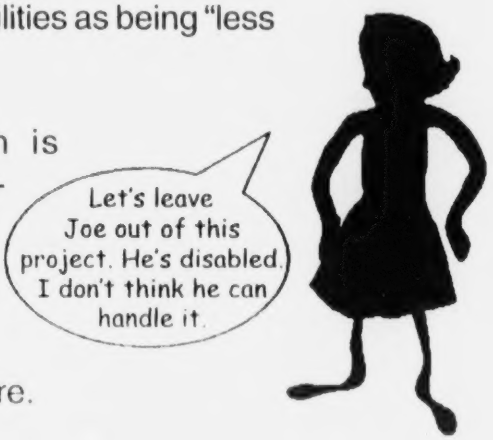
To be disabled means to be not (dis) able to do something. We're all differently able. All people have some things they're able to do and some things they aren't able to do. In reality all people are disabled in some manner. It's a matter of degree, category and perception of the disability that determines the impact the disability will have on the life of the person. It's not what we have, as much as what we do with what we have, that's important. Some people with no apparent disability can choose not to develop their capabilities which handicaps them. Many other people with disabilities develop their capabilities and don't become handicapped. Unfortunately, many students and educators never get beyond the disability to see the whole person with possibilities.

If I could magically make all students "perfect", without a disability and its challenges, I would. But then none of us is perfect, are we? In most cases we can control how we face challenges, but not what challenges we face. Knowing and remembering that all students can learn and use their unique challenges as assets is in itself a real challenge. Creating environments where all are expected to work and contribute based on abilities is essential.

When:

- we refuse to include people in a program because of a disability
- we see what someone can't do instead of what someone can do
- students view disabilities as being "less than"
- someone's worth is attached to an illusion of perfection and not a celebration of differences

we can't get there from here.


Let's leave Joe out of this project. He's disabled. I don't think he can handle it.

## Invitational Education

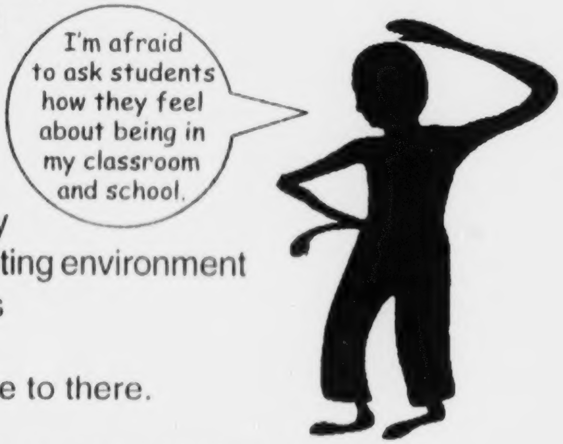
Invitational education focuses on the heart of education. How do we invite students to learn and become their best? How do we assess the environments that we create with students? What role does self-concept development and self and other perceptions play in the process? What impact does an inviting climate have on student learning? Invitational education's theory of practice provides the answer to these questions and more. Invitational education's balanced approach to the teaching and learning process is essential if we're to invite students to become self-actualized, fulfilled human beings.

If we're to reach the goals of invitational education, conscious and intentional plans need to be in place and the process to support and maintain an inviting school needs to be a central focus. All of these goals are too important to leave to chance. My concern is that professional educators within the school can have the best of intentions, but get off course and don't know it. It's also important that all students, staff and family members learn and have the personal, social, emotional and behavioral skills needed to interact in a helpful way.

As long as:

- there is no plan for change that is an integral part of the day-to-day operation of the school
- there is no conscious plan to support the self-concept development of all within the school
- the perception of students, staff and families is not communicated and modified when it is destructive
- personal, social, emotional and behavioral skills are not taught

- students don't provide ongoing feedback as to their day-to-day experience in school
- there is no process for consciously creating an inviting environment for all students


I'm afraid to ask students how they feel about being in my classroom and school.

we can't get from here to there.

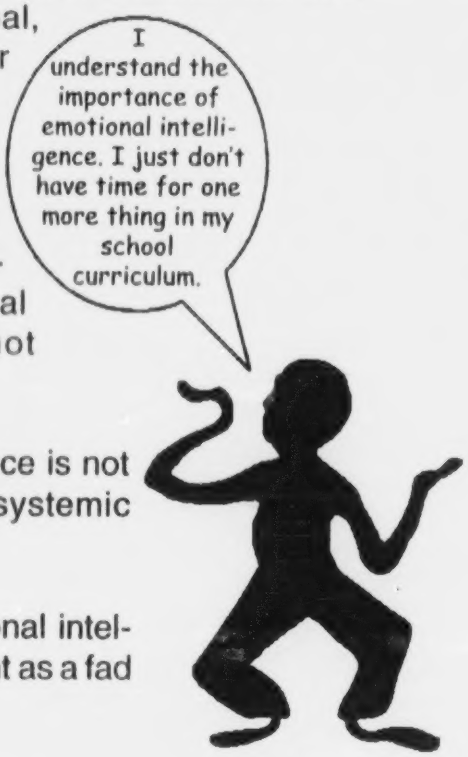
## Areas for Student Skill Development

### Emotional Intelligence

The importance of emotional intelligence and the impact that it plays in life success have been established in the literature. Emotional intelligence has expanded our definition of what it means to be smart, putting emotions as a primary and central factor needed for life success. This includes, but is not limited to, people's understanding, ability and skill at handling and applying their emotions. We know that emotional skills can be taught. We know that these emotional skills affect the performance of all people. My concern is that most people don't look at the development of emotional intelligence in a systemic way, identifying everything in the school which affects emotional development. Most don't understand the importance of student-teacher relationships and the impact they play on student emotional growth. Most don't understand what emotional skills students need to learn.

When:

- emotional intelligence development is left to chance without a conscious and intentional plan
- student success is viewed as a test score and not a performance skill set that includes emotional, personal, social and behavior skills
- the relationship between self-concept development and emotional intelligence is not understood
- emotional intelligence is not approached in a systemic way
- people view emotional intelligence development as a fad and not a fact


I understand the importance of emotional intelligence. I just don't have time for one more thing in my school curriculum.

we can't get from here to there.

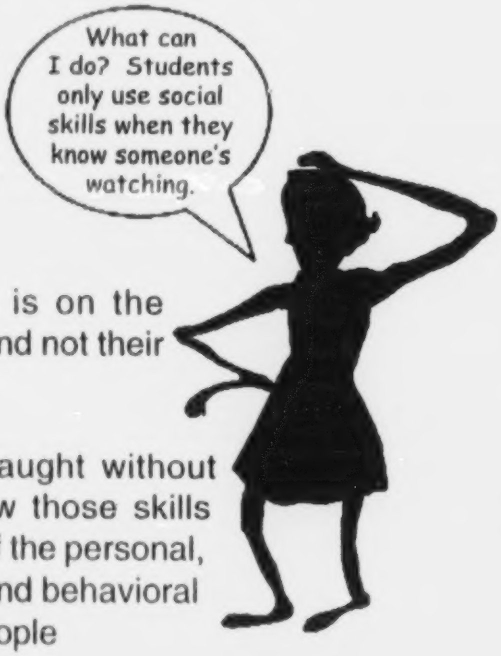
## Social Skills

Many school districts have begun teaching social skills to students because many students don't begin school with an understanding of manners and ways of interacting respectfully. This lack of social understanding is often related to a lack of parental involvement with their children or to societal changes. Often students who don't understand how to interact in socially acceptable ways are viewed as problems that need fixing, problems that are inconveniences in the classroom and school.

I agree that social skills can and need to be taught and can be learned. My concern with the teaching of social skills is the way it's usually done. Usually skills are taught in isolation or attached with behavior intervention programs that focus on student problems. Many times students are viewed as uncooperative if they don't respond in a favorable way. Sometimes a social skill is included in a cooperative learning activity, but isn't connected to other social interactions that occur during the school day. Also, many students learn how to talk the skill without internalizing the meaning and relating the skill to where it would be appropriate.

As long as:

- social skills are taught in isolation from day-to-day experiences
- the relationships and climate of the school are not integral with social skill development
- social skill focus is on the deficits of people and not their assets
- social skills are taught without understanding how those skills are a component of the personal, social, emotional and behavioral development of people


What can I do? Students only use social skills when they know someone's watching.

we can't get from here to there.

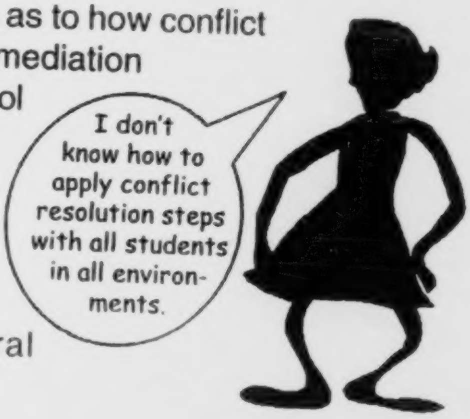
## Conflict Resolution and Peer Mediation

A student's ability to handle conflict can become a matter of life and death. More schools have acknowledged this and have responded by including conflict resolution and peer mediation programs. Many students and adults have a difficult time handling conflict and confronting people in an appropriate way when necessary. Teaching conflict management skills is needed and important.

My concern is that most conflict management and peer mediation programs are taught in isolation to a few students when all students need to have the skills. Usually there's no personal, social, emotional and behavioral skill base for the foundation of conflict and mediation programs. Without this base, there's no frame of reference upon which to build the resolution and mediation skills. Usually there's no plan of how to apply these skills in the school environment. These trained students become conflict managers in isolation from the day-to-day operations of the school.

When:

- conflict resolution skills are taught in isolation
- only a few learn the skills that all need
- there is no clear plan as to how conflict resolution and peer mediation contribute to the school environment
- these skills are not built on a base of personal, social, emotional and behavioral skills


I don't know how to apply conflict resolution steps with all students in all environments.

we can't get from here to there.

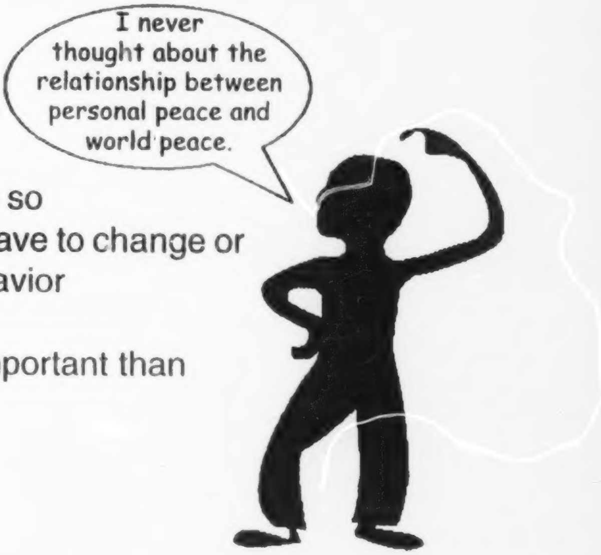
## Peace Education

More schools have acknowledged the need for world peace and are teaching a curriculum to address world peace issues. Peace and global understanding are important goals. It's my hope that one day we can enjoy world peace and trust all countries to have and follow through on a commitment for world peace. My concern is that most people don't see the relationship between creating peaceful people, homes, schools and communities before we can enjoy peace on a global scale.

Tolerance of different religious beliefs is just one important focus and respect of those differences is basic. Beyond that, we need to celebrate those differences and understand and respect them nonjudgementally before trust is possible. It's the ability to trust and not fear what is different that supports peace on a personal, as well as a global level.

As long as:

- we accept judgmental behaviors that separate and condone behaviors that are destructive
- we focus on what is "wrong" with differences
- we accept hurtful acts of intolerance so that people don't have to change or question their behavior
- winning is more important than cooperating


I never thought about the relationship between personal peace and world peace.

- being “right“ is more important than understanding

we can't get from here to there.

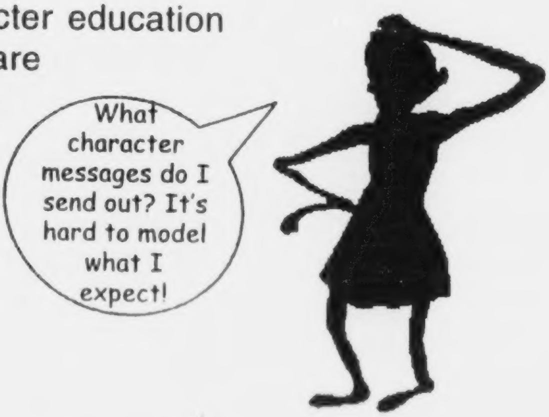
## Character Education

Do you want to be involved with people who are trustworthy, treat all with respect, act responsibly, are fair and just, are caring and are solid citizens? Who could say “no” to that question? Many schools are working hard to design and implement a character program that can teach students these skills. Their challenge is based on the reality that all people want to be associated with people with these personal characteristics. But many people fall short of the mark. Yet we demand from students what some adults can't or choose not to model.

A part of the dilemma is that many people want to behave in this responsible way, but they haven't experienced an environment where it was modeled consistently. We know that people are not perfect and can learn as much from mistakes as successes through feedback and a safe environment. Also, many people don't have the personal, social, emotional and behavioral skills needed to behave with character consistently.

When:

- we have character education programs that are separate from the school environment where students can practice new skills


What character messages do I send out? It's hard to model what I expect!

- people make excuses for behaviors that are destructive patterns of interaction

- students are expected to demonstrate desirable character traits but some adults are not

we can't get from here to there.

## School-To-Career

Career development is important for all students. More school professionals are working to provide viable career options to students. A plan for each student is important if we want students to graduate from our schools and then become contributing members of society. Among the most important decisions students make are those related to work and career issues. Students' future quality of life and lifestyle are determined by their career choices and preparation.

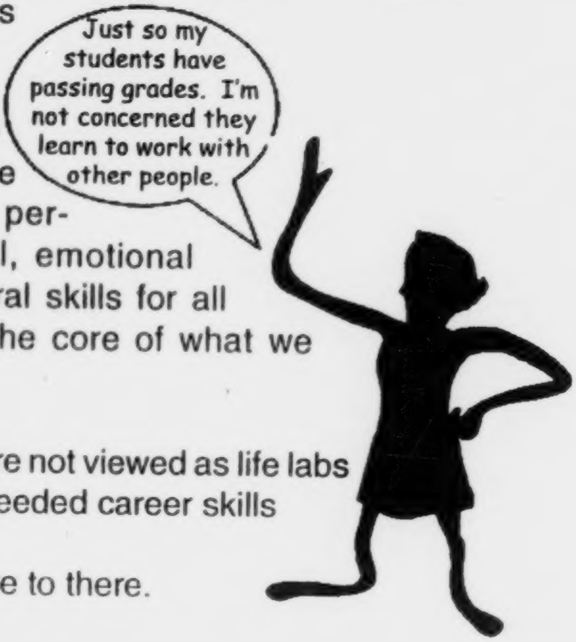
Career and work opportunities change and evolve. A solid foundation for career and related issues is important to withstand change and adapt to future requirements for work. What will students need to know in order to experience success in this changing workforce?

As mentioned earlier, changes in the rate new information increases, plus advances in technology, dictate the importance of different skills for success. Basic academic skills plus an understanding of technology will be required as in the past. People will need to be able to keep up with knowledge and will need to know ways of accessing information and networking to stay current. Higher-ordered thinking is critical so that people will be able to work through how to get the needed information and then how to utilize the information. This requires an increased ability to think creatively, communicate clearly and understand how to make decisions. Being a team player is important as is an ability to work independently. Work requires a high level of adaptability, foresight and evaluation skills. All of this requires high levels of commitment to the job plus working to demonstrate ways of adding value and improving the work environment and supporting job success.

Regardless of the type or location of work, career skills for success require increased personal, social, emotional and behavioral skills. All of these new requirements for success are based in the affective domain. Concern arises when we assess what we teach and find there's little or no emphasis on personal, social, emotional and behavioral skills in our school curriculum.

As long as:

- the skills needed to handle change are not taught
- personal, social, emotional and behavior skills are viewed as an extra
- we don't see the importance of including personal, social, emotional and behavioral skills for all students in the core of what we teach
- classrooms are not viewed as life labs for learning needed career skills


Just so my students have passing grades. I'm not concerned they learn to work with other people.

we can't get from here to there.

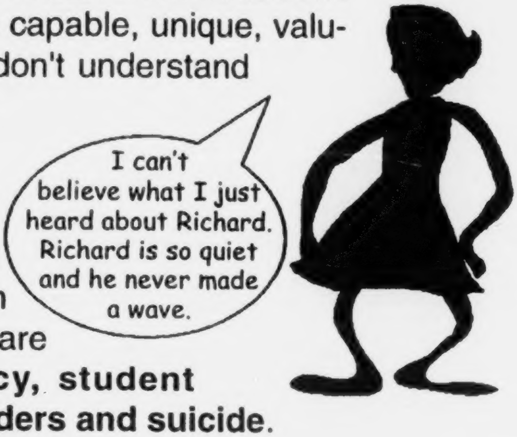
## Areas of Student Behavioral Concerns

### Self-Destructive Behaviors

Student self-destructive behavior is often overlooked in schools and society because, in many cases, there's no apparent impact or problem for others. If a student is depressed, withdrawn or unhappy, most ignore or don't notice. Unless a student creates a situation that involves inconvenience or liability for others or starts to earn failing grades, little is ever mentioned.

The problem becomes one of possibility, productivity and perception. If students don't have an understanding of possibilities, there's no encouragement for growth. If students don't understand that we all lose when one person doesn't contribute, the reason and understanding of the benefits of productivity are not clear. If students don't perceive themselves as capable, unique, valuable and special, they don't understand how important each contribution is.

The following self-destructive concerns are among the most common facing our youth. They are **chemical dependency, student sexuality, eating disorders and suicide**.


I can't believe what I just heard about Richard. Richard is so quiet and he never made a wave.

### Drug-Free Schools

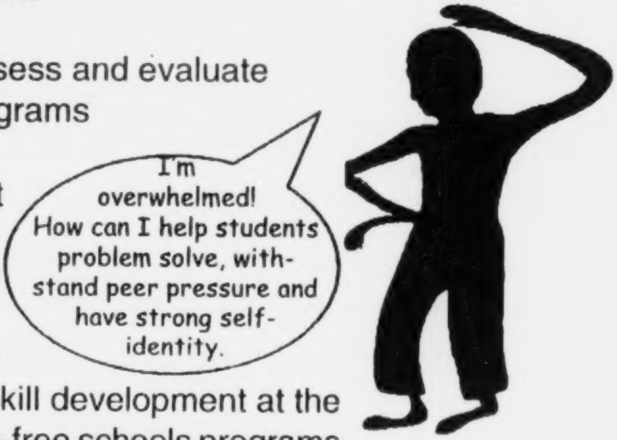
Chemical dependency prevention programs have been a focus for decades. This relates to both drug and alcohol use and abuse. Our society becomes alarmed as more and more students become involved with chemicals at an increasingly younger age. School professionals have worked to provide programs that make a difference. We all agree that prevention of drug and alcohol use is desirable and important. Yet the way to achieve this is a topic of great debate, little consistency and few results.

The element of crime is another factor in this complicated equation. Sometimes students become involved in the "business" of drugs. Buying, selling and distributing is a big problem among students. How can we break the cycle of use and abuse of chemicals? What would it take to succeed at eliminating this waste of our greatest resource, our students?

One concern is that many education professionals haven't approached this with a systemic solution, identifying everything which affects chemical abuse. Programs for chemical and alcohol use are attacked in isolation by programs such as "Just say NO" weeks or activities that deal sporadically with drug and alcohol prevention.

When:

- we view drug-free school programs in isolation
- we have a school environment that alienates some students
- we don't assess and evaluate existing programs
- we don't have personal, social, emotional and behavioral skill development at the heart of drug-free schools programs


I'm overwhelmed! How can I help students problem solve, withstand peer pressure and have strong self-identity.

we can't get from here to there.

## Student Sexuality

Ways to address the issues related to student sexuality have been a dilemma and a debate for decades. Attitudes and opinions vary widely and are among the widest polarities of any area discussed. Views held by people are generally the result of their "life experience" grounded in their life philosophy and wrapped around their personal religious or spiritual beliefs. When these views are so different and compromise isn't considered, the difficulty intensifies. Because of the "heat" this topic generates, many school districts and professionals, all too often, do nothing and ignore the topic. The result is that students don't receive the support, information and skills needed to stay safe and make sound decisions for their sexuality and sexual conduct.

I have placed this section under self-destructive behaviors because of the tragic impact this dilemma has on our students as they develop and mature. While the conservatives state that everything needs to be discussed in the family and abstinence is the only answer and the liberals state that students have a right to determine their course of action, students are self-destructing in an epidemic of teen pregnancy in many parts of the country. In addition, the STD, HIV and other related issues are usually not discussed.

My concern is that students aren't provided personal, emotional, social and behavioral skill experiences to stay safe and make decisions about their sexuality and sexual conduct. All too often students don't understand the impact their choice will have on their life course. Without the essential skills many students become sexually active because of a desire for popularity, a need to have someone to love and accept them, confusing messages from the media, films and internet or for revenge toward family control.

control. In addition, many students think it's "wrong" to become sexually active and are unprepared for the intense sexual feelings that are developmentally normal. Because of a fear to discuss these feelings and situations, students deny the desire to become involved sexually, only to be unprepared and vulnerable.

Education regarding sexual development and decision making doesn't cause promiscuous behavior. Many families request and value the opportunity to team with the school to keep students safe. The cost of not being proactive and straightforward is great. To not educate and prepare both sexes about the other is shortsighted. To feel embarrassment about our body and not be able to discuss information openly is to not appreciate who we are. To deny the success and decline in teen pregnancy in school districts with student clinics is unfortunate. To not explore what is working in other countries regarding this problem is irresponsible. To believe that students will give their child up for adoption is unrealistic in most cases. The result is children having children with the expectation of parents raising another generation.

When:

- we implement student sexuality school programs in isolation

- we have a school environment that alienates some students

- we continue to deny the need for a developmental plan for student sexuality education

- a few people determine the program for the majority of students and families

- we don't assess and evaluate existing programs
- we don't have personal, social, emotional and behavioral development at the heart of student sexuality education

I'm so uncomfortable discussing sexual development. I'm ignoring this topic.

we can't get from here to there.

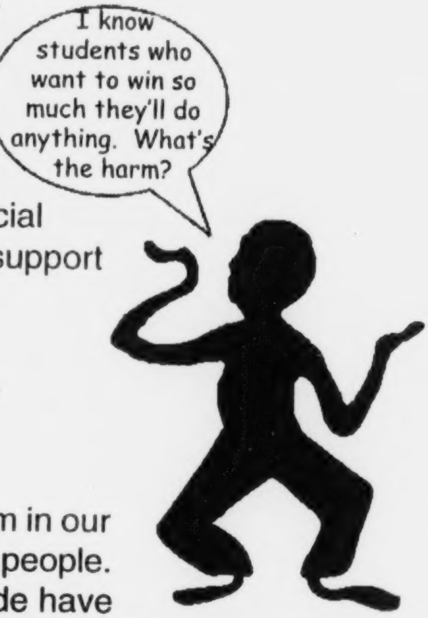
## Eating Disorders

We're aware of a growing number of people who suffer from eating disorders. On the surface, they may appear healthy, successful and confident. On the inside, they present a health risk, fear failure and lack confidence. The tragedy is that many people with eating disorders are bright and talented while emotionally unable to handle life. In order to feel better, the feeling of "control" over food creates an illusion of control that is really self-destructive. Many students become unhappy with their appearance or weight which results in "looks at any cost" or "winning at any cost" behavior practices. The price they may pay becomes a sad replacement for the peace and confidence of celebrating their talents and potential.

When:

- the way you look is more important than the essence of who you are
- the desire to win at all cost overrides doing one's best
- competition is valued more than cooperation

- there is not a plan for building a strong student self-identity
- we don't teach students personal, emotional, social and behavioral skills to support their development


I know students who want to win so much they'll do anything. What's the harm?

we can't get from here to there.

## Suicide

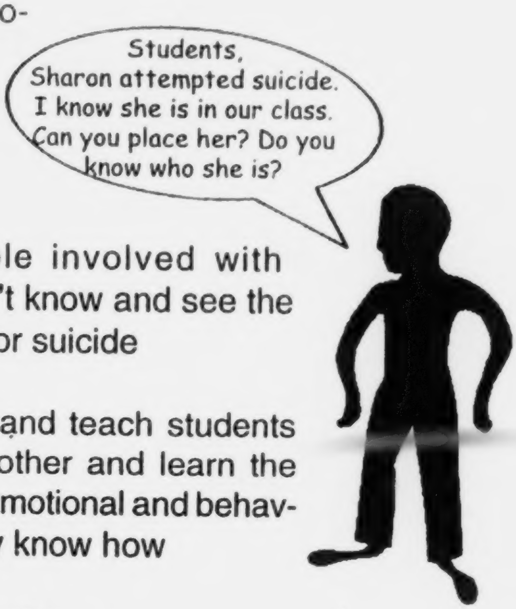
Suicide remains a tragic problem in our society, especially among young people. Many people who commit suicide have untreated mental health problems, mental health problems that are diagnosed but not treated consistently or untreated and undetected emotional problems. When a person with an untreated and undetected problem attempts or succeeds at committing suicide, we're surprised because we're unaware of the desperation and level of unhappiness the person is experiencing. Many people struggle with depression but don't disclose their extreme sadness.

There's a growing number of students who are depressed. These students are unable to focus on their work and are pessimistic regarding their future. Most of these students become isolated within the classroom and discouraged by any feedback that confirms their lack of belief in themselves.

As long as:

- we have students who don't feel they are important and valued

- we don't have an ongoing process in place for communication within the classroom and school
- we have competition as the main focus within the classroom
- we don't have a program that discusses loss and the permanence of loss


Students,
Sharon attempted suicide.
I know she is in our class.
Can you place her? Do you know who she is?

- there are people involved with children who don't know and see the warning signals for suicide
- we don't require and teach students to support each other and learn the personal, social, emotional and behavioral skills so they know how

we can't get from here to there.

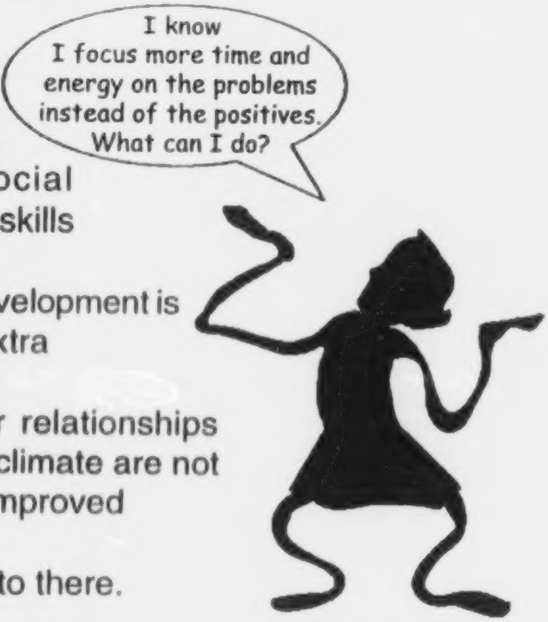
### Student Destructive Behaviors Toward Others

Student destructive behaviors toward others are obvious to everyone. Acting out is the typical mode of operation. Everyone moves with a sense of urgency to "solve" the problem. Most attention of professional educators is directed at this student because fear intensifies with each incident, fear of someone getting hurt, fear of liability, fear of being "out of control" and fear the problem will continue and become worse.

My concern in working with students who demonstrate other-destructive behaviors is that the professional becomes and remains reactive and not proactive. If students don't display inappropriate behaviors, there's no plan for a developmental approach to support students in their development. Instead, professionals frequently wait for the next problem before doing anything. Then the student gets more attention for the problem than for the solution.

As long as:

- we focus on what you don't want more than what you want student behavior to be
- students don't learn personal, emotional, social and behavioral skills
- affective skill development is viewed as an extra
- student-teacher relationships and classroom climate are not assessed and improved


I know
I focus more time and energy on the problems instead of the positives.
What can I do?

we can't get from here to there.

The following information is about the most common destructive behavior towards other concerns facing our youth. I have targeted **school safety and abusive behavior**.

## School Safety

When families send their children to school they want the confidence of knowing their children are safe. Events in our schools that have led to murder and destruction are tragic. Communities want safe schools. Our students deserve to be in a safe environment and families need peace of mind to know their children are safe. In order for this to happen we need to ask these questions:

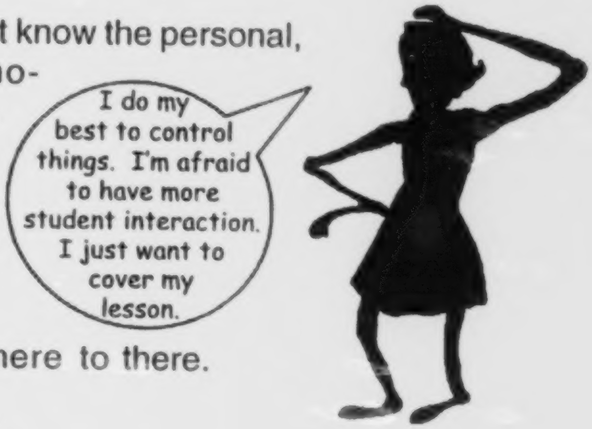
- What do schools need to be like in order to be a safe place?
- What needs to change?
- How can those changes take place?
- Who are the ones who need to be involved?

My concerns are with communities who determine the answer only includes having a crisis team and installing metal detectors. I have found that an effective crisis plan and team need to be an integral part of the school safety plan. However, by the time you're involved with your crisis team, you're already in a crisis. You may be able to decrease and/or prevent additional incidents at the time, but nothing has happened to stop the cycle of violence. If a crisis plan and team is a school district's first step, you haven't avoided a crisis situation. Metal detectors do very little to deter weapons in schools. It's been reported that students who want a gun in school send someone into the school building, hand the person the weapon through a window and then enter the building. Security measures are important and needed. Comprehensive security is another important component of a school safely plan, but not the only component.

Students report the need to belong in the school and report feeling excluded through inappropriate interactions with peers and feeling isolated while at school. Students report the most difficult place for them can be the classroom because of painful experiences with both other students and teachers. A crisis team and weapons detectors do nothing to address these student concerns.

When:

- we have students feeling disconnected from the schooling process
- we have students uncomfortable to be in a classroom
- student-teacher relationships are not viewed as a major factor in student safety
- students see peers as someone to "beat" and not someone to help
- students don't know the personal, social, emotional and behavioral skills needed to communicate and belong


I do my best to control things. I'm afraid to have more student interaction. I just want to cover my lesson.

we can't get from here to there.

## Abusive Behavior

Abusive behavior is an historic problem. In our history children were abused; many people acted as if they didn't know or care. Corporal punishment was accepted. Child advocates began to speak up about child labor and child care. The standard for acceptable behavior with children and the laws for what children need and deserve became clearer and stronger. Child welfare departments were established and were usually assigned the job of monitoring child abuse, becoming the child and family advocate. A problem arises because there are too few welfare workers and too many needy children to give children and families the support they need. Child welfare workers are frequently overworked and can't attend to the child and family in a proactive way.

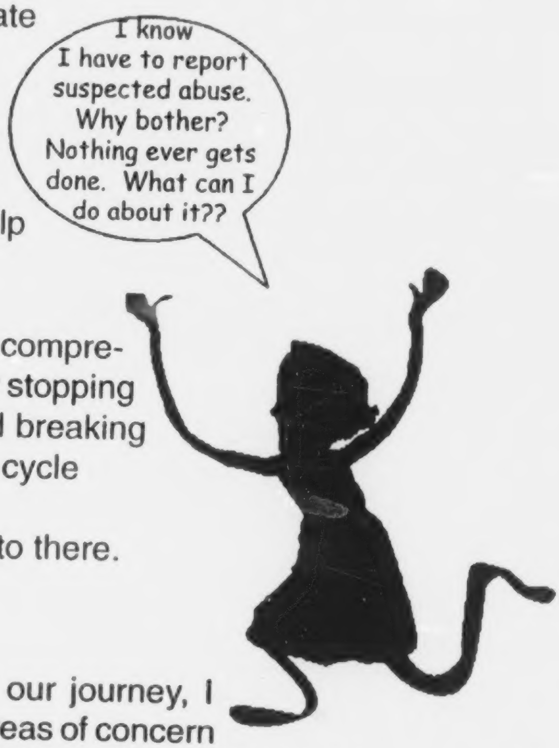
I am concerned that children who grow up in an abusive environment don't know how to have relationships that are abuse-free. Those children have no understanding about ways to break the cycle of abuse. We know that someone who was abused is more likely to become an abuser. What can be done to support people? What can be done to help children who are being abused? What can be done to break the cycle? What can be done to help families?

Students in our classrooms are those children who experience abuse. Students in our classrooms are those children who can learn other ways of interacting to break the abuse cycle. Students in our classrooms may have their only abuse-free experience while in our classrooms so they learn what a healthy environment is. Students in our classrooms interact with their peers in ways that may be hurtful unless we teach them a better way. Students in our classrooms need to know they can break the abuse cycle in which they are living. Families of students in our classrooms need to receive school and community support for change.

As long as:

- we ignore child abuse warning signs
- we don't teach personal, social, emotional and behavioral skills to all students
- students don't learn how to have healthy relationships at school

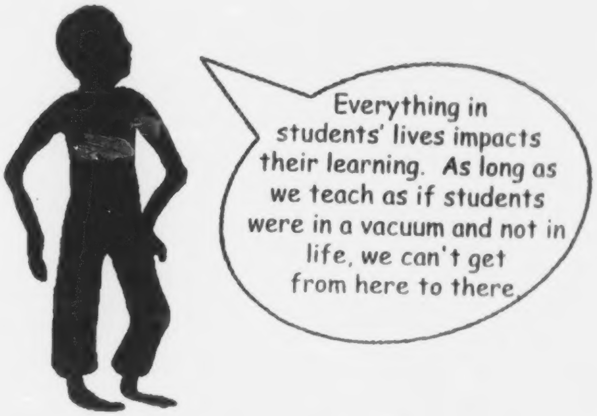
- classroom climate is uninviting
- families don't receive the support and help they need
- we don't have a comprehensive plan for stopping child abuse and breaking the child abuse cycle


I know I have to report suspected abuse. Why bother? Nothing ever gets done. What can I do about it??

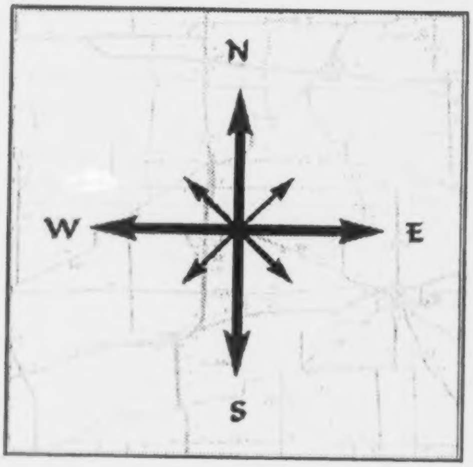
we can't get from here to there.

## The Challenge

From the beginning of our journey, I have discussed many areas of concern critical to our students and our future. Each of these areas of concern is too important to leave to chance. We know that what we've been doing can be improved. It's time to honestly assess and admit that our approach to these important areas of concern needs to expand or change. If we want a different result, the plan needs to be different. If we continue our current course of action, we can't get from here to there.


Everything in students' lives impacts their learning. As long as we teach as if students were in a vacuum and not in life, we can't get from here to there.

## *Following our Compass . . .*

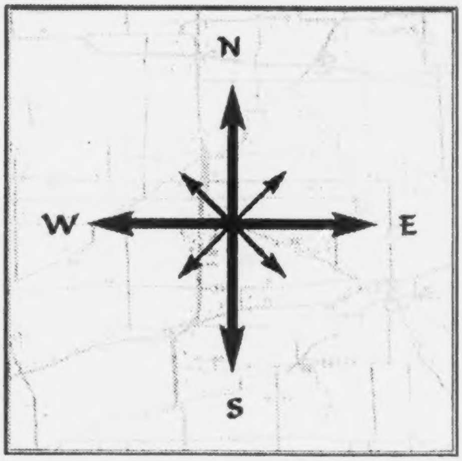


***We can create classrooms that demonstrate healthy relationships and teach skills needed to create a new student frame of reference.***

# SECTION TWO

# ESSENTIAL ELEMENTS FOR CONSIDERATION

## *Charting our Course . . .*



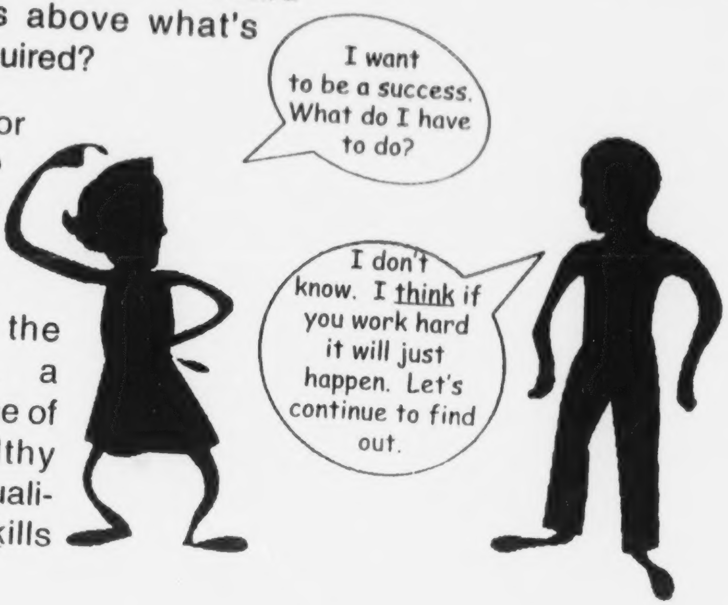
***The self-concept that we develop becomes our light and shines to show ourselves and others the way we believe ourselves to be.***

## Chapter Two

## What Success Looks Like

After beginning our journey in Chapter One, we learned we can't get from here to there by doing things the way we've always done them. If we want to succeed and complete our journey successfully, it would be helpful to determine what success looks like. This is one key point needed for our journey.

There are many personal definitions for success. We tend to view success based on our personal experience and our age. Some use material success as a primary indicator. Others use an integrity standard and society contributions for indicators of success. To some degree, others use a combination of both. These differences raise certain questions. Is money power the main element or is heart power and service? Does the end justify the means of getting there? Do we want to live in a society that requires a basic ethical standard for all, a standard that goes above what's legally required?


I want to be a success. What do I have to do?
I don't know. I think if you work hard it will just happen. Let's continue to find out.

In order for people to become successful, regardless of the definition, a strong sense of self, healthy personal qualities and skills for success need to be present. As long as we educate students the way we have educated them in the past, can we get from here to there?

## Self-Concept Development

Self-concept develops daily through our personal experiences. From infancy to adulthood we accumulate the messages we receive through our experiences. What's learned about ourselves through that process becomes our self-concept. Self-concept has different dimensions within the person. We see ourselves as friend, learner, spouse, etc. Self-concept develops over time. It's learned and affects the way we act, respond and perceive ourselves and others.

The self-concept that we develop becomes our light and shines to show ourselves and others the way we believe ourselves to be. We respond to situations based on the way we view ourselves. These perceptions determine the possibilities we have. If I believe myself to be incapable of something, I'll not attempt what I believe I can't attain. I can learn a different way of believing about myself; however, I need to have encouragement and experiences to change what I've learned about myself. These experiences take time and are increasingly difficult to change the older one gets. This is because there are more old experiences to "unlearn". I'll need more new experiences in order to learn a new positive self belief.

Problems occur when we confuse the worth of people with their behavior. People choose their behavior, are responsible for that behavior and for the consequences of their behavior. The very fact of being human bestows worthiness upon every individual. **People don't choose their worth because all people have worth.** All people have worth because everyone is unique, different, special and important. All people have a different way of applying talents. All people need to realize their worth and their importance to all. All persons can achieve more when all are contributing in their best way. This is the reason people may view success differently.

It's important to view everyone as important, capable, able and unique. Equally important is to separate the behavior of people from their worth. If I acknowledge the worth of people and address specific behavior that I appreciate or don't appreciate, then I can work with people in a respectful way that may be helpful to both. I can build experiences with people that can affect the way people see themselves. I can remember that people are unique and special unconditionally, regardless of my point of view. This is the truth about all people even if they don't like it or believe it . . . it's still the truth.

People don't want to work to improve, change or grow as people if they don't understand their worth and the important part they play in life. This belief in self or self-concept will hold someone back if they see themselves as worthless or if all seems hopeless. For example, when I clean out my garage and closet and accumulate goods to give to a charity group for the needy, I don't spend much time getting those goods up to a high standard because I've already determined they have no value for me. If I plan to keep something, I take more care to repair it and keep it in exceptional condition. If it's something I treasure, I protect the item and give it extra special treatment to preserve it for years.

We need to treat ourselves and others as treasures. We need to understand that we are worth working for and growing. We need to treat all people this way and insist that all students learn this important fact. Problems arise when we realize we aren't perfect. We make an error in our behavior and we allow that mistake to determine we're "bad" and "unworthy" because we made a bad decision. If we don't learn from those choices and we see ourselves as bad, that perception of self can keep people from becoming successful.

## The Self-Concept Series

I've developed a self-concept process to teach people, especially students, how to separate the truth of their worth from their behavior while holding them accountable for their choices. This process is called the **self-concept series**. The three steps of the self-concept series are:

1. Truth, Unconditional Acceptance: People are special and valuable because they are unique and different from each other.
2. Behavior: Because people are special and unique, they have a responsibility to help and not hurt themselves or others. People show they are remembering that they are important by the way they choose to act. If people choose to hurt themselves or others, they are forgetting that they are special. Likewise, if people choose to help themselves or others, they are remembering that they are special. When people help themselves, they are also helping other people through demonstration and positive outcomes.
3. Accountability: People are responsible to "watch" their actions to determine if they are remembering the **truth** that they are special. People are "with" themselves at all times and are accountable to remember to treat themselves as important people.

## Using the Self-Concept Series with Students

**The self-concept series** is to be taught and integrated for all students. After the self-concept series is introduced to students, the three steps are elicited from students. The greater the number of adults and students that use, understand and believe this self-concept process, the greater the opportunities for the students to relate the information and experience in their knowledge base and life-skill understanding of self-concept. This helps students learn from their mistakes and still builds a strong sense of self and other awareness.

The self-concept series is the base of the **self-concept series weave**. The concepts are taught, reviewed and woven throughout our daily experiences with students and other people. This becomes a tapestry of connected examples and experiences that relate to the life experiences of students. This helps students learn from their experiences that they are worth working for, can change and grow and are responsible and capable to make the needed adjustments.

Elimination of the use of the words "good" and "bad" in our interactions with students and others, replaced by the words **"help" and "hurt"** will guard against possible confusion of our beliefs. Instead of telling students their choice was a "good" choice, tell students their choice was "helpful". They can gain a clearer picture of the separation between their unconditional worth and their behavior. This clearer picture of the truth of self can build and not erode self-concept. The ongoing process of relating and integrating the self-concept activity series to life skills is the self-concept series weave. Picture the knowledge base of self-concept being introduced to students. After this information is taught and processed, the students experience the "woven intertwine" of these concepts related to life "happenings" as they occur. The weaving process used with students brings these three concepts in the self-concept series alive for the students.

The self-concept series weave process needs to be implemented in a consistent manner and becomes the heart of the interaction of the class. This entire procedure continues throughout the school experience of the student.

## Impact of Interactions

Remember, we all teach self-concept by our interactions with people. Those day-to-day interactions send the messages about what we believe about the person. The self-concept series and weave help send messages that are conscious and intentional to people. We communicate what we believe and what we want people to learn. Our interactions, experiences and messages become our self-concept and the basis for our self-perception. This is the picture and belief that guides us in our decisions and vision of possibilities. What you send is what students learn.

If I tell students, “It’s bad for you to not complete your work. You should complete your work,” this may be true but you have taught students very little in this interaction. In fact, if students don't get work completed, in their mind they hear, “I am bad if I don’t complete my work.” If this becomes a pattern of communications, the message becomes I am “bad” if I don't do what I am told. This may be what we believe but it isn't correct and becomes the obstacle for positive self-concept development. I'd be using this interaction to manipulate and control, not teach and empower people.

If I say to students, "You are important and capable of learning. You show you are remembering you are valuable and important when you help yourself and others by completing your work. Since you are responsible for your work, what can you do to get it done? What do you need to know in order to help yourself because you are worth working for? Others are counting on you to do your part and deserve your contribution." The importance of completing work is clear. I have separated the worth of students from their behavior. I hold them responsible for their choice. I am teaching and empowering people through this interaction.

## Characteristics of Healthy People

When I discuss people who are "healthy," I know this can take on different meanings for each person. Books are written on this subject; therefore, my intention isn't to have a long, in-depth discussion about being healthy. I do know that the idea and understanding of being "healthy" greatly contributes to success. A brief discussion may generate important questions that relate to our journey.

Study and research across disciplines, over a period of time, has developed a general understanding of "healthy." In general terms people are healthy when they are "well" and able to function emotionally, physically, intellectually and socially. When people can function, they incorporate their unique qualities into their life in a way that is constructive to themselves and others. They may incorporate this into a personal philosophy that includes a spiritual dimension. They have a strong sense of who they're and where they're going.

This would include a strong sense of self-awareness and communication. Self-awareness involves understanding about self beliefs, emotions, abilities for relationships and abilities for learning. This information is basic for self-understanding. One part of this is being a person of character who can be trusted, has integrity, can be counted on and is loyal.

Awareness of others involves understanding about others' beliefs, emotions, abilities for relationships and abilities for learning. Other awareness is an important characteristic because people need to understand the impact they have on others. I can't treat others with respect unless I understand how I interact and communicate with others. Do I interact as an equal or do I interact in a way to manipulate and control? People who are "healthy" understand themselves and others in a way that allows for equal, respectful relationships in all life areas.

In addition to self and other awareness, successful people can control themselves. They understand their boundaries and how to maintain balance. Self-control doesn't mean always liking what happens, but handling what happens in a constructive way, learning from the ups and downs of life and staying grounded, handling what comes and creating opportunities as a result.

Successful people can make decisions, solve problems and are responsible for the outcome of the choice. This process empowers people for success because when each choice is seen as an opportunity, the result doesn't stop progress but provides more insight into the best way to proceed. Successful people work hard to make ethical choices, admit mistakes and understand how to explain their way to solutions in a diplomatic, clear and tactful way. Life choices are seen as a part of the journey.

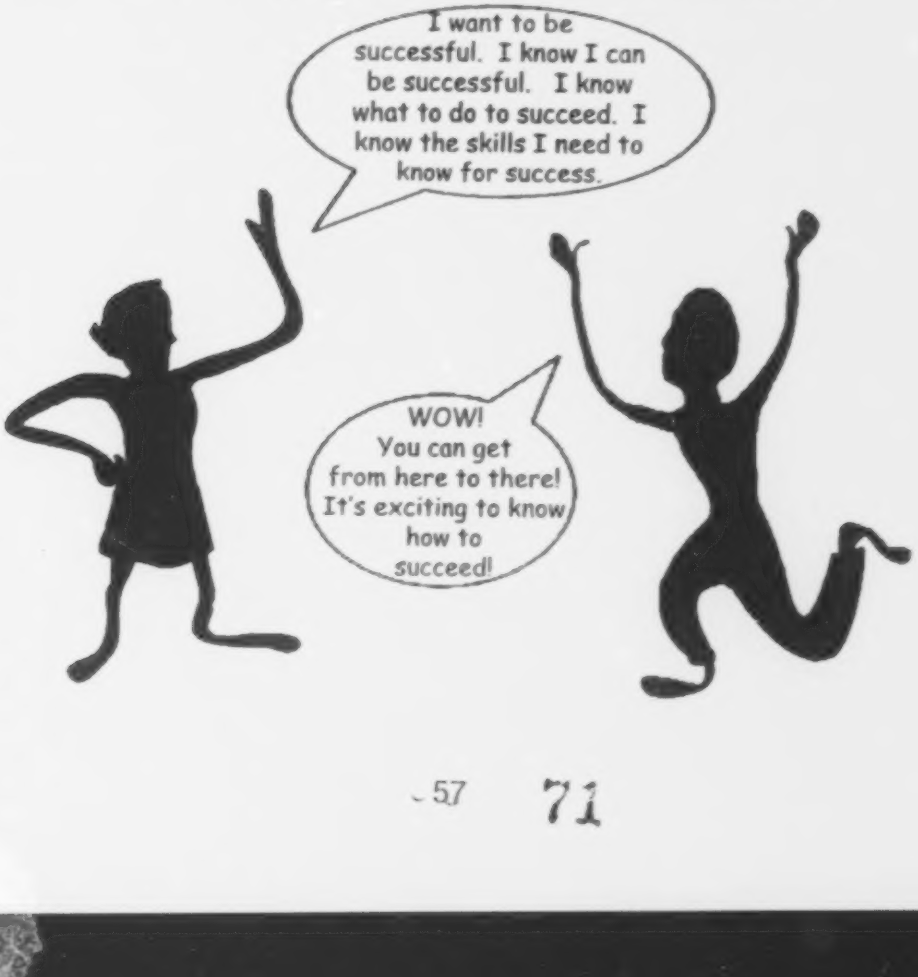
Teamwork is the way to get more done. The ability to work with people is a core characteristic of people who are successful. They understand how to be a team player, respect group decisions, provide group leadership and how to integrate the talents of all into the best result. Networking within and between groups is possible because of an understanding of the way groups function and the mutual respect needed for group dynamics to work.

Successful people are lifelong learners. They do their best and apply themselves to develop talents in an area based on their ability. They are basically happy, productive and at peace with self.

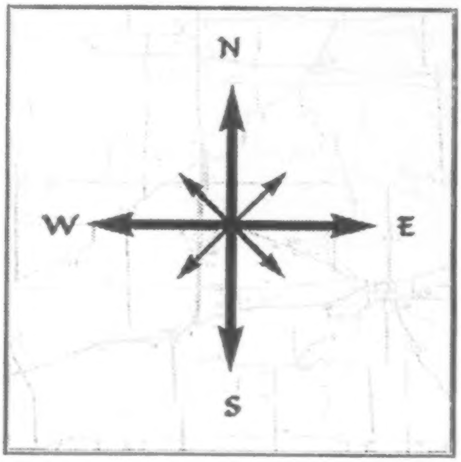
## Skills Needed for Success

How do we become healthy people? Is it possible? All of these characteristics may seem too difficult to attain. My experience is that all people can become successful if they have the skills needed to succeed. When I plan to go on a trip, I make a list and prepare for the journey. Sometimes I overplan if I know something I may need is critical to have on hand or difficult to get where I'm going.

If we want our students to get from here to there, we need to provide skill experiences for them so they can develop success characteristics for their trip. Developing their success characteristics is too important to leave to chance. We need to help students before they begin floundering unnecessarily. Students need to know what they know and understand how to learn the rest. Students deserve a proactive approach for learning those skills we know they need for success. Life is a very important journey. If students learn the skills needed for success to happen, we can get from here to there.


I want to be successful. I know I can be successful. I know what to do to succeed. I know the skills I need to know for success.
WOW! You can get from here to there! It's exciting to know how to succeed!

## *Our Roadmap Gives Direction . . .*



***Personal, social, emotional and behavioral skills are the only constant in every situation.***

## Chapter Three

## The Place of Personal, Social, Emotional and Behavioral Skills

When students have a positive self-concept and self-perception, are healthy people and have the skills needed to have it happen, we know that all students can be successful. Do personal, social, emotional and behavioral skills play a role in this process? Are they an extra or are these skills on the "critical" list for our trip? Can students succeed without personal, emotional, social and behavioral skills?

I find personal, emotional, social and behavioral skills to be the only constant in every situation. No matter what people are doing, the total person is involved. If people are working, playing, relaxing, traveling or are in school, the total person shows up. People don't have just their intelligence or athletic ability activated. The total person is involved at all times and in all situations whether we acknowledge it or not. The problem arises when people don't have the skills or understanding to use their total person. When we don't teach needed personal, emotional, social and behavioral skills, the "total" student doesn't "show up." When students don't know needed personal, social, emotional and behavioral skills, they aren't prepared for their trip.

In a classroom when I am teaching, I know students need personal, emotional, social and behavioral skills no matter the subject or content. Whether I am teaching reading, math, social studies, music, art or science, personal, social, emotional and behavioral skills are needed and will determine the success of the lesson. Central to the learning process is the way students:

- see themselves as learners
- perceive themselves as capable
- communicate their feelings and understanding of the subject
- dialogue, explain and get additional information from others
- control themselves
- make choices
- solve problems related to the subject and communicate their understanding and work within the classroom group

The problem is that some view personal, emotional, social and behavioral skill development and instruction as extras, not needed as a primary focus within all classrooms. This may be the result of a traditional approach to learning where those skills were viewed as the "hidden curriculum." If I'm traveling by car, this would be the same as attempting to start my trip without all four wheels. The success of the learning experience will be determined by the personal, social, emotional and behavioral skills combined with the academic information. I'm setting students up for failure if I leave it to chance and it is a constant requirement for success. I'm not teaching what students need for success. Approximately 80% of life success will be determined by the personal, social, emotional and behavioral skills people possess. Approximately 20% of their life success will be determined by their academic skills. I've found that students can't get to the learning if skills aren't developed in the personal, emotional, social and behavioral areas. In most cases students can soar and master the academics to their ability if emotional, personal, social and behavioral skills are identified and learned developmentally.

Since these skills are so important, why are they not identified, taught and included in some classrooms? Why are they not viewed by some as important? There are many possible reasons for this dilemma. I'll discuss the six main ones.

First, some people don't have a clear picture of how to teach these skills and what to include. Educators may not feel prepared and are unwilling to do something with students when they aren't confident of the results.

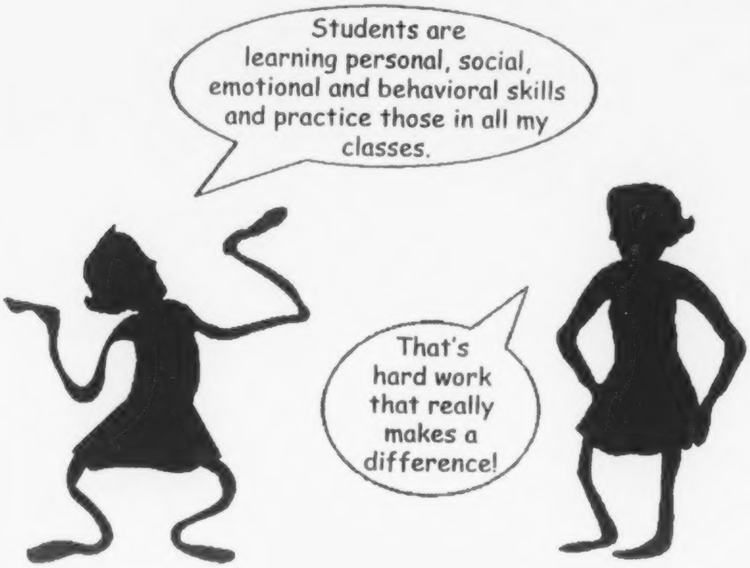
Second, when I speak to educators, they know students aren't able to learn if the personal, social, behavioral and emotional skills are missing or developmentally inappropriate. Teachers feel the desire to include a systematic plan to address these skills, but some get overwhelmed by increased paperwork and administrative requirements. They're so fearful of not "getting their students on track with the academic" some aren't willing to risk a changed approach to learning even though they aren't seeing desired student results.

Third, some educators have a difficult time understanding how to teach these skills that are critical in a way that doesn't impose their beliefs and personal issues on students. Educators, as people, have their own personal, social, emotional and behavioral issues as do all of us. If some have not learned how to handle and develop their skills in these areas, they may be uncomfortable and unable to incorporate these skills into the classroom, regardless of the high price students pay with their omission.

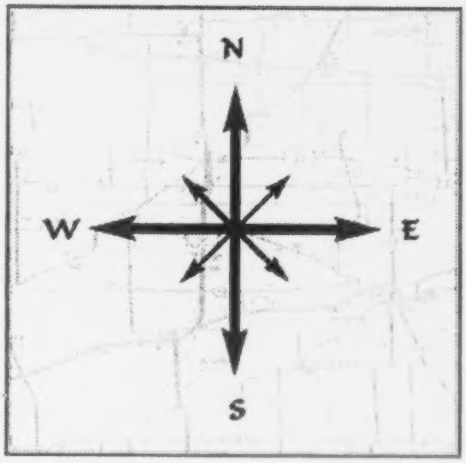
Fourth, many students seem fine on the surface. Educators may just see the need to teach academics because students appear to be "fine." The appearance that all is fine, plus the great number of curriculum demands may make it easier for educators to want to continue without incorporating student personal, emotional, social and behavioral skills instruction and experiences. It's through "higher-ordered" thinking and application of information into different environments that the lack of these student skills becomes apparent. If classrooms aren't structured in a way to make this basic need apparent, educators are prone to not include them.

Fifth, some school administrators don't make this skill development a primary focus even though most understand the importance of personal, emotional, social and behavioral skills for all students. They may view these as soft skills, not part of the curriculum. As a result, they don't ask that it become a part of all classrooms. Educators need the opportunity to learn about these skills and the impact they have on teaching the total student for success. This means expecting total student instruction by all educators and including that expectation in staff personal and professional growth plans by planning staff growth experiences and by adding or redirecting existing staff.

Sixth, some school administrators don't feel comfortable or have the training and understand ways to positively communicate this information to families and the community. Teaching personal, social, emotional and behavioral skills supports families, assists them in teaching their children to become contributing citizens and doesn't impose or determine values for students. We all want citizens who conduct themselves ethically and legally with virtues and character. Those are the results of teaching personal, emotional, social and behavioral skills. When administrators know ways to communicate this comfortably and effectively, they can discuss the importance of including personal, emotional, social and behavioral skills and not avoid this discussion due to possible conflicts in the community.


Students are learning personal, social, emotional and behavioral skills and practice those in all my classes.
That's hard work that really makes a difference!

## On our Journey . . .



**Students learn best by doing and experiencing.**

## Chapter Four

## What Academic Success Looks Like

Schools exist for students to learn and succeed academically to the best of their ability. People expect the majority of students to know how to read, write, calculate, think and apply their learning when they complete their education. We have discussed the critical part that personal, social, emotional and behavioral skills play in the learning process. Also, we have discussed generally what success is. This chapter discusses ways student academic success needs to look for students to learn to the best of their ability. Students need to be able to demonstrate self and other awareness and relate it to learning. Most students need to learn how they learn in addition to learning information. The following are a few of the ways academic success would look for the majority of our students.

### Multiple Intelligence Understanding

We know there are many ways that students demonstrate their intelligence. Multiple intelligence is a plural view of intelligence based on the ability of a person to problem solve and produce in one or more of the seven identified intelligences: body-kinesthetic, interpersonal, intrapersonal, linguistic, logical-mathematical, musical, spatial. Students who are successful academically need to understand "how " they are smart and relate it to multiple ways of being, learning and knowing. Students are different. We want to provide students with experiences to identify their strengths and provide opportunities to grow in all areas. Students will not excel in the same way. We know that intelligence goes beyond the IQ. Students who are successful academically understand this. They don't expect their learning strengths to look like everyone else's.

## Higher-Ordered Thinking

Students who can think independently and relate information to group information and understanding are using higher-ordered thinking skills. Students who can comprehend, apply, synthesize, analyze and evaluate information are demonstrating higher-ordered thinking. Most students can learn to use higher-ordered thinking through instruction, experiences and practice. Students who are successful academically need to be able to use higher-ordered thinking skills to function in cooperative learning groups, small groups of two or three as well as work independently. In effective learning environments most students are able to think creatively in ways that move beyond just memorization of facts.

## Learning Styles

People have different ways of learning and understanding information. It's important that students identify the way they learn. An understanding of the style that suits learning supports student academic success. Students can ask for assistance to support learning challenges. As a result of understanding their learning styles, students don't interpret learning challenges as indicators of ability, but as channels that need to be changed for a different learning frequency. Once students learn to "change their learning channels" to the style that supports their learning, greater learning gains can be made.

## Brain Research

Brain research indicates that each of us uses our "whole brain" in order to learn. Each part of the brain works together with an information trail that affects learning results.

Most students need to understand how learning works in the brain and how all learning and affective information is interpreted through brain function. Brain chemistry and diet which affects brain function are important information to learn. Student self awareness supports the use of learning strategies that can be used to maximize learning in different situations. Students who are successful academically are able to determine "brain based" strategies that work to support learning. Also, students who are successful academically are involved in learning and work "with" educators during this learning process.

## Cognitive Skills

Cognitive skills have been the traditional barometer for academic success. We expect and want our students to master content information and demonstrate competence in the various subject areas. Students are required to use this content knowledge base throughout their lifetimes. Self-awareness is important for students to clearly understand their strengths, weaknesses and motivation in this area. Also, they need to understand how their perceptions of their skills and their attitudes about subjects affect learning.

Students who demonstrate an understanding of "facts" need to know how to access information resources. Lifelong learning will depend on staying up-to-date on information and knowing where to find the information. Students who are academic successes understand the importance of knowing basic skills in subject areas, how to think and access information resources to stay current. They also possess self-awareness in strengths, weaknesses, attitudes, motivation and perceptions that affect cognitive skill growth.

## Self-Assessment for Growth

Academic success requires the ability to be aware of success. Frequently students don't know when they are successful or fall short of the mark. At times, they don't know when they are making progress or maintaining a stagnant position. Unfortunately, students may assess their success against their small group instead of reaching to discover their own limits. This motivation to "stretch" academically is critical for academic success. What a shock students experience when they're thrust into the world and discover that the skills needed for success are different from what they thought. Students who are academically successful understand the necessity to work within the group, but don't allow group norms to determine academic possibilities. Academically successful students assess themselves and have a growth plan for the present and future. Academic success can be attained through an ongoing ability of students to assess and adjust over time as lifelong learners.

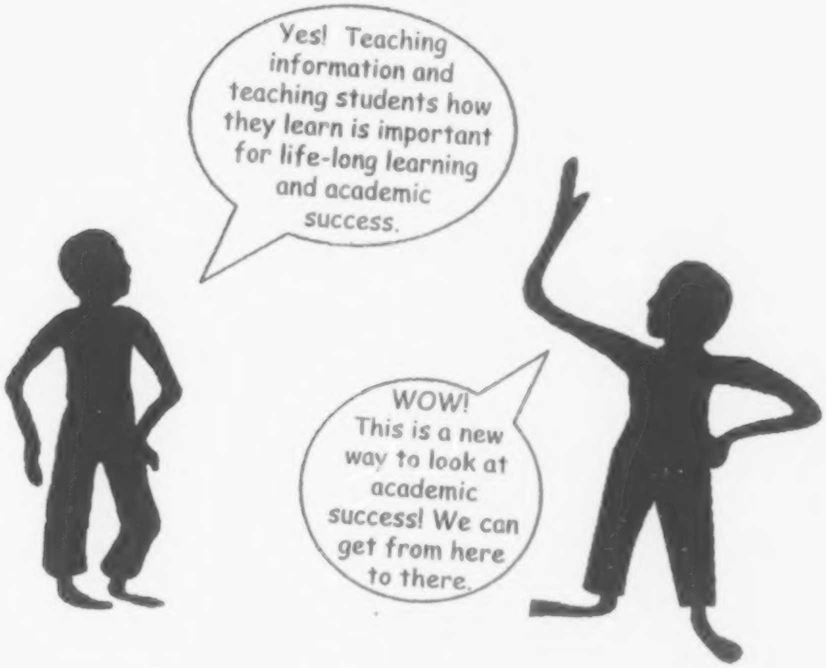
## Collaborative Endeavor

Learning can't occur in a vacuum. Academic success requires a collaborative effort between students and a sharing of concepts, opinions and facts in all subject areas. This "meeting of the minds" through communication and review of information and peer teaching strengthens understanding and teaches the collaborative nature of the teaching and learning process. Students need to understand they play an important part in the team. There's a responsibility for all to contribute within their strengths, express areas of difficulties and work together to reach a rich level of understanding.

Networking is important to keep up with the fast pace of information. That pace will only increase over time. No one person can stay current without working cooperatively. Also, more projects within education, business and industry require teamwork to complete the project. The effectiveness of the team and the success of the project occur when all assume their responsibilities to the team. Students who understand how to work cooperatively, collaboratively and responsibly on a team demonstrate skills needed for academic success.

**Students Who Achieve Academic Success:**

- possess an understanding of self and other awareness skills that relate to the teaching and learning process
- understand the impact of multiple intelligence on their learning and their strengths; there is more to being "smart academically" than an IQ or test score
- think "outside the box" using higher-ordered thinking
- understand and assess personal learning styles
- interpret the application of brain research on increasing and maximizing learning
- understand their cognitive skills and talents in a context of lifelong learning
- assess themselves and have a growth plan for success
- possess group interaction skills and value collaborative, cooperative and responsible learning teams
- possess the personal, emotional, social and behavioral skills needed for academic success to be realized


Yes! Teaching information and teaching students how they learn is important for life-long learning and academic success.
WOW! This is a new way to look at academic success! We can get from here to there.

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## Chapter Five

## How People Learn and Change

There are volumes of books about learning and many researchers who study the way people learn across the life span. Within the information and research about learning are common ideas. This is a brief discussion of a few of the common ideas about learning that are central to our journey. In order to "get from here to there," students will need to learn necessary information for the trip.

### Experience

Students learn best by doing and experiencing. Students need to be exposed to situations and facts. They need to explore and interpret that information, to learn it and apply it. Before people really own information, it needs to become a part of them. They experience it, apply it and own it.

This means the "experience" of knowing is very powerful. What I experience determines what I learn. This goes beyond memorizing information and into exploring, interpreting, observing, analyzing, synthesizing and evaluating information. In addition, it includes what people feel about the information experience and how they feel about themselves in the process.

Therefore, when students are to learn anything, they need the experience. If I only provide them with facts, that fails to give them the information needed for the trip and they can't get from here to there. For example, if I want to teach a student to "say no to drugs," I need to examine the information and experiences students need in order to get from here to there. Students don't need to experience "doing drugs" to learn not to do drugs. Through learning experiences we can begin to teach students what they need to know so they're able to say "no" to drugs. The next sections discuss concepts that are important to include as well.

## Awareness

Through experience and doing, students become more aware of themselves, develop perceptions of themselves and become open to concepts. This awareness of possibilities is very important in the learning process. Students become engaged in the process once they understand their possibilities. They can test those possibilities and ideas through their experiences. The more they experience, the greater their awareness and the more they are intrinsically motivated to learn. The desire to learn is increased when there's an awareness of how the information and experience enhance life skills. This is an ongoing process with experience connected with awareness which promotes learning. Students become aware of skills needed through this process.

## Skills

The need to learn skills is clarified when learning experience reveals the benefit of additional skill and information. When students understand they can't do the "next step" without all the information, the reason to learn is related and clarified for students. Both cognitive and affective skills are needed. We do a great job of identifying cognitive skills that are accepted requirements in the curriculum, but the personal, social, emotional and behavioral skills discussed in Chapters Two, Three and Four also need to be included in the skill requirements. These skills are not "extras" but form a vital foundation. Student experiences in the personal, emotional, social and behavioral areas increase awareness. Teaching skills in the areas of self-awareness, awareness of others, self-control, decision making and problem solving and group cooperation need to have a high priority within our curriculum and classroom learning time because of the impact they have on total student success.

## Practice

Practice is key once students have experiences which increase awareness and learn skills to build upon. Students need opportunities to make errors, to learn adjustments and to continue to apply skills. This process makes the difference in what students learn. Problems are opportunities and mistakes are gifts in this process. When students learn to adjust and apply information and experiences, they become stronger, more confident and are able to apply skills in other ways. The only way this can happen is building practice into our day-to-day approach with students. Also, students who observe adults modeling this attitude toward practice and learning will benefit greatly.

## Patience to Support the Process

Experience, awareness, skills and practice are ongoing and important to continue. The problem occurs when adults are inconsistent with the verbal and nonverbal messages they send to students in this process. Since learning is ongoing, this process is ongoing. Supporting each success and improvement is encouraging. Providing constructive feedback to students is essential.

Patience to maintain a positive stance and optimistic view of students at various developmental levels is important and at times difficult. Another concern is the skill level of the adults that are a part of the process. For many people, skills in personal, emotional, social and behavioral areas weren't taught so many aren't comfortable with the thought of teaching skills in these areas. Some believe they can teach these skills, but they aren't prepared to do so effectively.

One approach, which is supportive of all, is to have an education specialist, such as a school counselor who understands both cognitive and affective skills, curriculum and learning, provide leadership by visiting the classroom and teaching affective skill curriculum. Many educators benefit when they can learn the skills with students in the classroom and follow up to support themselves and their students after the skill experience. This approach takes time, but in time you can get from here to there.

## The Change Process

Because students need to learn necessary information for the trip, we need to assess if we are providing instruction in a way that students can learn. This means the ability to change becomes important. If students aren't learning, it follows that change needs to occur so that students can learn needed information to get from here to there.

One component of the learning process is to have a vision and understanding of what is needed for learning to occur. Attitudes, experiences and skills are identified as necessary for student success. If they aren't present, changes need to be made to support learning the needed attitude and skill and provide the needed experience. Some of the areas identified for change may be easy and accomplished quickly. Other areas identified for change may be more complex and involve more or all people within a school or school district. In those cases I've found the best way to support long-lasting and systemic change is with a slow, intentional and systematic plan to implement what's needed.

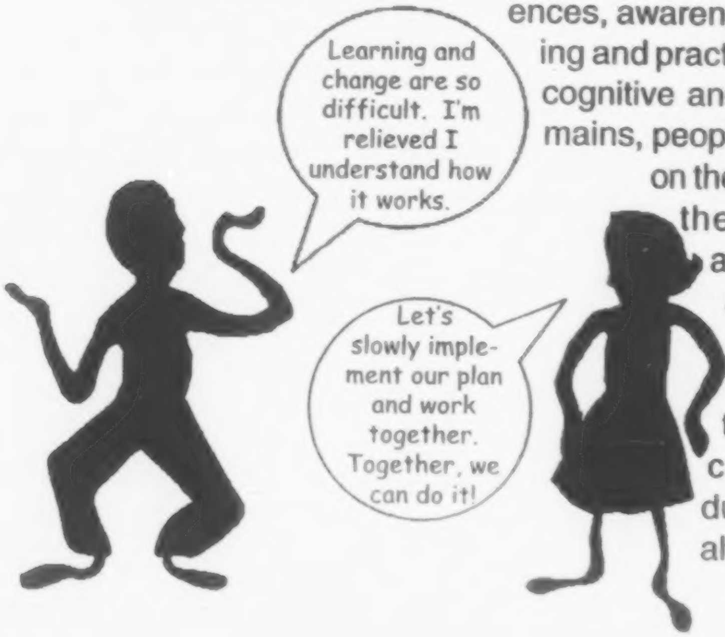
If changes are made too quickly, everything will stop because of the emotional overload. If the change process is implemented too slowly, momentum is too low to carry out the plan. Examples of this process are seen through the many "bandwagons" of change that come along. People get enthusiastic at first and then either burn out or lose steam.

People are fearful they can't succeed and sabotage the effort. In these cases nothing happens in the long run and people continue to teach and interact with students as always. This is especially the case with areas within the affective domain because many people don't know the content or understand the process.

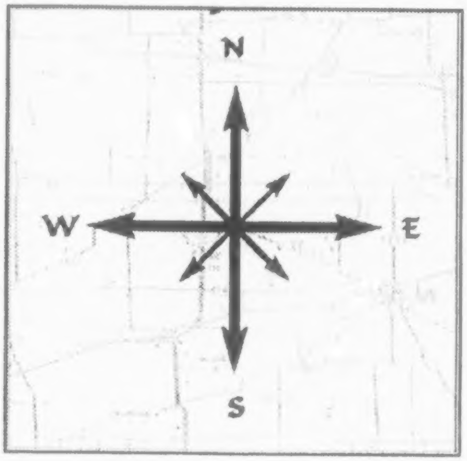
The point to remember is that through addressing those areas and realizing needed change, great growth occurs and our schools can thrive and support student success. Without a conscious, constructive, intentional process to impact people, students and programs, we begin to die and stop the growth and change process. This results in difficulties for students because they need different experiences for today's life requirements. We can "get from here to there" with a conscious, constructive and intentional plan and process for change.

## The Constant in All is the Affective Base

One point to review and reiterate is that personal, emotional, social and behavioral skills are constantly needed in the learning process and the change process. Through experiences, awareness, skill building and practice, in both the cognitive and affective domains, people excel based on their ability to see themselves as able, valuable and capable of learning the skills needed to communicate and produce results in all areas.


Learning and change are so difficult. I'm relieved I understand how it works.
Let's slowly implement our plan and work together. Together, we can do it!

## *On a Well Charted Journey . . .*



***School environments need to be examples of democracy in action.***

# Chapter Six

## The Role Of School Climate

***A democratic form of government, a democratic way of life, presupposes free public education over a long period; it presupposes also an education for personal responsibility that too often is neglected.***

**— Eleanor Roosevelt**

The climate of the school district, school building and classroom play a significant role in the success of learning, the change process and success possibilities for all students. All people need an environment where they can experience the democratic process, become aware of their role within that process, develop the skills needed for it to happen and attain the life-skill practice as discussed in Chapter Five.

This is the foundation for quality citizenship. Personal responsibility becomes a factor in this process. We expect students to become responsible citizens who respect themselves and others and follow both the letter and the spirit of the law. This doesn't happen without experiencing democracy in action.

The classroom and school become the "place of opportunity" to practice and refine the skills for personal responsibility within a democratic way of life. This is the place where all students can find their common ground, learn together and understand ways to bridge differences. Personal, emotional, social and behavioral skills are essential for this to occur.

As the quote by Eleanor Roosevelt indicates, we've been talking about this for a long time. Free public education is critical for this process. We do our best to teach students the "subjects" they need to know. Unfortunately, most of our schools, private and public, aren't structured in ways that support experiencing and learning a democratic way of life and personal responsibility.

People get confused between " being tough and controlling" and personal responsibility. When I ask people if they're democratic within the classroom or home, many say "yes" although I observe them as very autocratic. Some say, "I'm the boss. Students are to listen and do what they're told." These approaches are counterproductive for the success of students and teach nothing. These approaches and attitudes stop the learning process so we can't get from here to there.

We need to learn ways of creating true democratic classrooms that insist ALL students be accountable and responsible. We need classrooms with a plan for democracy in action with consequences that are learning opportunities to practice. We need places where all students and other people in the school are treated with respect and formulate clear expectations, where all understand the importance of their contributions, have input and understand how the final course of action was chosen. These environments result in student discipline that's integrated into student life-skills.

We can't have students who demonstrate these characteristics and evolve into proactive leaders without creating the environment for that to occur. With a supportive environment we can get from here to there. The following are a few requirements that support this process.

## Safety to Err

Environments need to be havens where it's safe for students to err. The emphasis needs to be the learning that results from the error. This is the case with both cognitive and affective areas. Students learn about math by figuring out the answer and by making an error and learning what is unclear. The unclear information becomes the opportunity to clarify, learn and apply the information.

Also, students learn more about their feelings by figuring out what feeling they chose, what behavior they chose and what resulted from their choice. Students may be clear and understand their feelings and resulting behavior. When students are unclear, there is an opportunity to clarify, learn and apply the information. Without a safe environment, this doesn't occur and learning shuts down in all domains.

One primary obstacle to this process is the perception of error by students and other people. Too often people perceive an error as a sign of weakness or poor judgment. Problems occur because people pretend they know things they don't know or understand. This conscious and unconscious dishonesty stops learning and the self-awareness needed for personal responsibility and self-confidence. Also this dishonesty results in fear and insecurity which turns into controlling and autocratic behavior.

Over time the stakes get bigger. Errors made by a 6-year-old are generally difficult, but "low stakes" lessons in life. Errors made by 16-year-olds are generally difficult, but "high stakes" lessons in life. These errors for some may result in life and death. The "stakes" get higher as we get older. That's one reason that a developmental approach to learning from errors in a safe environment is essential.

## Supportive

Environments need to be supportive of all people within and outside the school. This occurs when we can observe behavior and differences among people without judging and devaluing the person in the process. Separating the behavior from the worth of the person is central to support. This allows discussions to occur with respectful results because the focus is supporting the integrity of all and improving behavior through skills and practice. All can feel comfortable in the environment when this is the case.

Frequently, perceptions of students and other people determine how much support will be given. When we perceive students as capable and healthy, we focus on that and create environments where those expectations can happen. We are advocates for all students. Difficulties occur when we perceive one group as being more important or deserving than another group. We get age, education, skills and job descriptions confused with value and extending respect.

We have different rules for 5-year-olds than 25-year-olds. This is fine and appropriate as it relates to *en loco parentis* and the requirement we have to protect students. This isn't appropriate and doesn't provide an excuse for adults who don't model and treat all people with respect. I learned that I am older and know more than 5-year-olds. I'm not more valuable nor do I command more respect than 5-year-olds. Five-year-olds and all people deserve a supportive environment which is safe so they can develop. When students and other people are perceived as whole and complete, we can provide them the support they need and deserve.

Experience has taught me that the classrooms that provide the least amount of support for students are frequently those where educators receive the least amount of support from administration and on up the ladder. It isn't expected or modeled that anyone do anything but follow the dictates from above. This autocratic control may look fine on the surface, but leads to environments where all lose. We know that schools that have staff who get along have a strong impact on the learning results of students. This is done through a democratic process with staff and a respectful approach with all as previously explained.

## Democratic

School environments need to become examples of democracy in action. Students assume leadership roles within the classroom. They're involved in drafting the rules and responsibilities for the class, conducting and experiencing classroom meetings weekly and learning and practicing skills necessary for this to happen. Everyone has a part to play and there are consequences for those who assume and don't assume their responsibility.

Teachers in the classroom are the facilitators of the learning process and provide input and leadership. They navigate the journey. They allow students to learn from choices and consequences that are determined with the group. Errors are opportunities to put the democratic process in motion.

The democratic approach takes more time, especially in the beginning of the school year. Over the course of the year, there's more teaching time because students are engaged and learning as responsible members of the classroom. Facilitators need to know the skills necessary to facilitate instead of dictate. The need for new skills can be realized through personal and professional growth plans developed by each teacher/facilitator.

Within this process, learning in all domains is clearly defined as a priority. Students work independently, cooperatively and collaboratively. They have frustrating experiences and joyful experiences, both providing important learning experiences. This is a tough democratic approach with no loopholes. All are required to do their best, contribute their best and to work with others to determine what the best is.

## Inviting

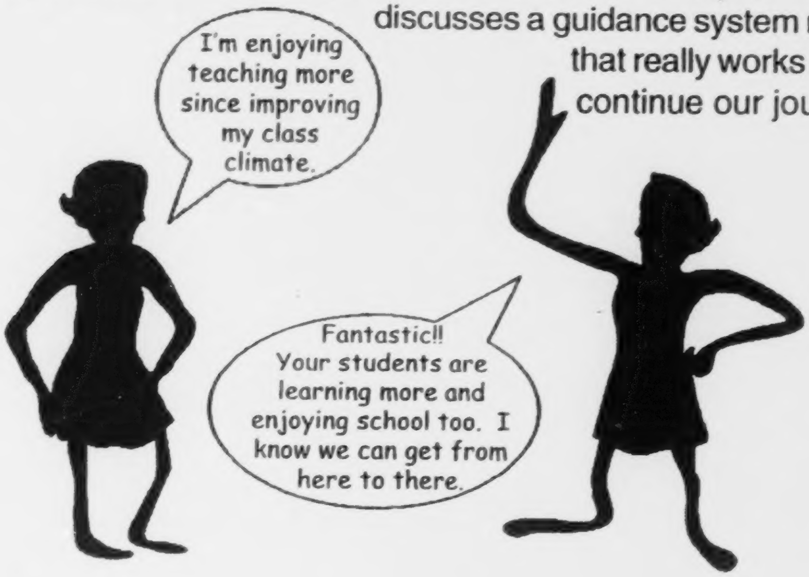
There are many books written about invitational education. I provide a brief discussion about invitational education and bridge these concepts into our discussion because an inviting school climate is at the heart of this chapter. In an inviting school climate students are invited to learn and are valued. As a result students feel safe to err, are supported, support others and there is a democratic approach and process within the school.

Invitational education is a theory of practice based in self-concept theory and perceptual psychology that views all people as capable, able, valuable and responsible. All messages that are sent to students and other people are assessed as either inviting or uninviting. The expectation is that all function within a democratic environment that is conscious and intentional, where nothing is left to chance.

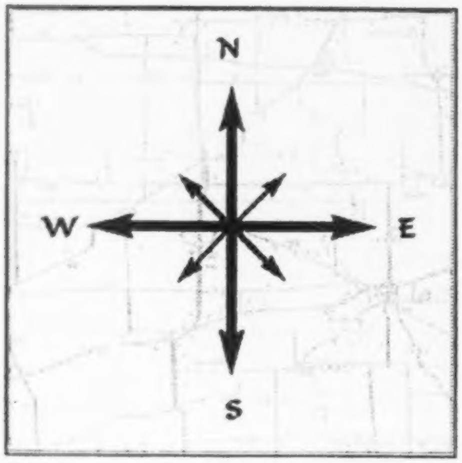
School and classroom policies, processes, programs, places and people impact the environment. Those that are consistent and congruent with invitational concepts support an inviting environment. Those that are inconsistent and incongruent don't. The goal is to create environments that consistently invite all students to learn and develop their potential.

Through my work and experiences I've discussed these concepts with many people. Many want to invite all students and create inviting environments and wonderful school climates, but they don't know how to do it. Others create inviting environments, have wonderful classroom climates and invite students and they don't know how they did it. They can't replicate, explain or modify their climate and inviting approach.

If we're to get from here to there, we need a conscious and intentional plan that isn't left to chance. We need to know what to do and the best way to create it. We need to know what is working and what to modify. We need a road map to follow on our journey so we enjoy the trip and reach our destination. Our students deserve it. Chapter Seven discusses a guidance system model that really works as we continue our journey.


I'm enjoying teaching more since improving my class climate.
Fantastic!! Your students are learning more and enjoying school too. I know we can get from here to there.

### *Using our Compass . . .*



***We can create true democratic classrooms that insist ALL students be accountable and responsible.***

# SECTION THREE

# The Plan - A Model To Follow

## Glossary of Terms

## Section Three

**Behavior Management Component -** a part of the developmental guidance system; a positive behavior plan for the classroom and school; the desired external environment for student practice of guidance skills

**Children's Affect Needs Assessment -** a 42-question diagnostic curriculum assessment, taken by students, that provides student input into their classroom guidance curriculum activity selection; a diagnostic tool to involve students and get their ownership for guidance skill implementation and change; assessment questions asked in the five curriculum areas or strands of **The Grow With Guidance System**; one way to observe and evaluate change at the end of the school year through pre-post assessment; the student curriculum assessment included in **The Grow With Guidance System**

**Congruence -** agreement; harmony; when two things coincide exactly in all their parts

**Curriculum Component -** a part of the developmental guidance system; a student curriculum plan for the classroom and school; the desired skill activities and experiences for students to learn personal, emotional, social and behavioral development

**Decision Making/Problem Solving -** one area or strand of the student curriculum activities and experiences, activities that teach and support decision making and problem solving skills

**Developmental Guidance System -** an approach to teaching and learning personal, social, emotional and behavioral skills that offers ongoing student skill experiences based on the student stage of growth, including the environments (behavior management and self-talk/self-picture) and the skill opportunities (student curriculum and staff implementation skills, plus family involvement) for students to learn important affective skills

**Group Cooperation -** one area or strand of the student curriculum activities and experiences; activities that teach and support team work and skills needed to work in groups

**Implementation Skills Component -** a part of the developmental guidance system; a staff development skill plan for the classroom and school; the desired skill activities and experiences for staff to learn and grow in personal, emotional, social and behavioral areas; a focus on staff facilitation and interaction skill development

**Invitational Teaching Survey, Primary & Intermediate -** a 43-question diagnostic class climate assessment, taken by students, that gives student input into their classroom experience and a feeling of being "invited"; a diagnostic tool to involve students and get their input on ways to improve climate and school relationships; one indicator of ways to support staff growth experiences and plans; one way to observe and evaluate change at the end of the school year through pre-post assessment; the school climate assessment included in **The Grow With Guidance System**

**Observation/Evaluation -** a part of the developmental guidance system; observing change as a result of system implementation; using annual input to adjust implementation planning, assessing the results gained in the goals, competencies and outcomes written as the system framework, viewing everyone as an interactive part of a healthy whole and getting their input with the focus on positive observations, not deficits.

**Other Awareness -** one area or strand of the student curriculum activities and experiences, activities that teach and support student skills for awareness of others

**Self Awareness -** one area or strand of the student curriculum activities and experiences, activities that teach and support student skills for self awareness

**Self Control -** one area or strand of the student curriculum activities and experiences, activities that teach and support student skills needed for establishing appropriate boundaries and appropriate behavior in time and place situations

**Self-Talk/Self-Pictures Component -** a part of the developmental guidance system; a positive plan that supports positive internal pictures and messages within students that support progress in the classroom and school; the desired internal environment for student practice of guidance skills

**Strand -** one area or category of the curriculum that is repeated every year; an ongoing thread of curriculum experiences taught in a certain area; the curriculum areas of self, other awareness, self-control, decision making/problem solving and group cooperation that form the base of skills needed for personal, social, emotional and behavioral development

**Systematic -** a clear orderly plan for implementing a portion of or the whole

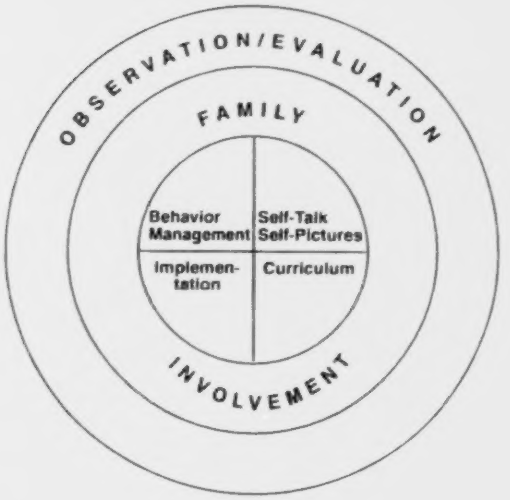
**Systemic** - identifying all components of a system or whole and understanding the relationship between each component; considering the impact any change has on the whole; considering how change is stopped without including all components in the process

**Systems Approach** - an ongoing interactive, interrelated and interdependent plan for implementing a comprehensive, developmental guidance system; the interactive, interrelated and interdependent movement between components with each component implemented, in part, slowly and simultaneously with a three-to-five-year plan until all system components and the system are in place; the whole is larger than the sum of the parts.

# A Comprehensive, Developmental, Classroom Group Guidance Systems Model:

## The Grow With Guidance System

### Chart 1


OBSERVATION/EVALUATION
FAMILY
Behavior Management
Self-Talk Self-Pictures
Implementation
Curriculum
INVOLVEMENT

### Chart 2

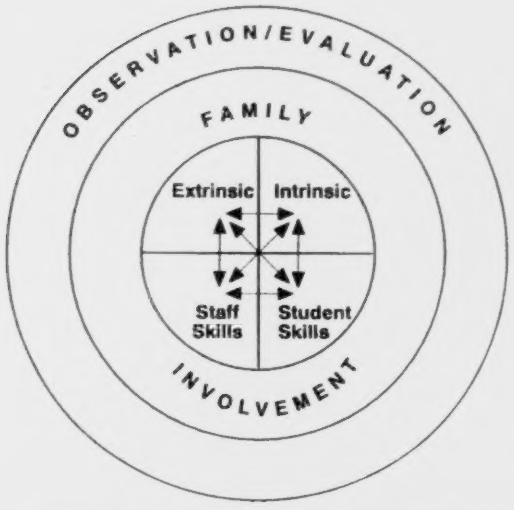

OBSERVATION/EVALUATION
FAMILY
Extrinsic
Intrinsic
Staff Skills
Student Skills
INVOLVEMENT

**Chart 1 shows a comprehensive, developmental guidance system for the classroom and the school building with the necessary components for success. Chart 2 shows the interactive, interrelated and interdependent movement between components. Each component is implemented, in part, slowly and simultaneously with a three-to-five-year plan until all system components and the system is in place.**

# Chapter Seven

## A Guidance System That Really Works

***The Plan***
***"What are you doing constructive?"***
***It rang out like a shot.***
***"Do you have a plan you once began?***
***Are you going to do it or not?"***
**— Margaret Kadish**

The innovative plan and model to guide our journey needs to include the concepts discussed in the preceding chapters. Our model needs to include information and implementation processes that are clear and intentional to be successful. Based on what we know, we want a model that includes self-concept development, personal, social, emotional and behavioral skill development and expanded visions of academic and life success. We want to put this model in motion through experiences that support learning and change and a climate conducive for this to happen. The model I suggest is a comprehensive, developmental, guidance systems model that integrates all of these concepts and processes for student success.

Throughout my years in education the need for a specific plan that is systemic and integrated within the way we teach and interact with students became obvious. I could see that in spite of hard work and dedication within the profession we were not getting from here to there in many instances. Many were not supporting education of the whole student or were not supporting success for all students in all domains. Many were not taking information that we knew to be needed for student success to change their approach and plan.

As a result, over years of work, I developed a system that could meet the needs of students and provide a plan which integrated information from different disciplines that I found worked. Concepts are included from best practices in teaching, psychology, guidance, counseling and management. A diagnostic and accountability process was developed so that change could be documented. A three-to-five-year plan and process for implementation and change was established so that change would be possible.

My main focus is on the personal, social, emotional and behavioral areas because little is being done in those areas. Cognitive skill experiences build on these affective skills. We know that we can't get the academic gains and student life success without working with and including learning in all domains. Chapters One through Six outline the journey and what we need to consider. This chapter gives you a clear plan and guidance model for getting from here to there. I want to share this model so people have a plan and process to support student success.

The name of the guidance system model that I have developed is called **The Grow With Guidance System**. I'll refer to this model as a developmental guidance system approach, or the system, throughout this book. My intention is that people learn the model and the conceptual framework; then professionals can implement the model and concepts easily and frequently in our schools if they choose.

The system gives a new and innovative way to define and perceive guidance within the teaching and learning process. This systemic guidance plan for all students is conscious and intentional. The following is an overview of this systems model. Important components to include in a developmental, results-based guidance system for use in the classroom, school building and school district are explained.

A developmental guidance system includes six interactive components. The basis of each component is the self-concept series of information and the self-concept integration process, the self-concept series weave, discussed on page 52. The system is the basis for the prevention of factors which contribute to students "at risk." It's also the basis for the prevention and development of our areas of concern in Chapter One.

This makes sense.

## A Systems Approach

A developmental guidance system is a system because it incorporates an interactive plan for behavior, self-talk/self-pictures and curriculum. (See the charts on page 90). Consistent implementation of all three—behavior, self-talk/self-pictures and curriculum—create the foundation and environment for positive results. Staff development and family programs are also components of the system. These system components are included because success of each component is affected by the other components.

For example, student skills are needed before students can behave differently, but the behavior plan for the class needs to allow students to err and practice guidance skills. Student self-talk and self-pictures need to support this process and staff need the skills to interact in ways to support this process. The system is interactive, interrelated and interdependent. A portion of each system component needs to be implemented simultaneously, in part, to support progress in all components. Each system component is important and needed for the success of all components. No one component is more important or can succeed without all components of the whole system. This is a systems approach.

It's important that each classroom develops a positive behavior plan and self-talk/self-pictures plan in addition to the competency-based curriculum plan since the students benefit from an ongoing plan in these three components. Training in the components behavior management, self-talk/ self-pictures, implementation skills and the curriculum process will assist professionals in providing a systems approach for each student and classroom.

With compulsory "institutionalization" of students within the educational process, we have a responsibility to develop balanced, competency-based curricular systems for our staff and students in order to promote success. Classroom group guidance and a comprehensive, developmental systems approach can provide this balance and opportunity for success.

In the new millennium, methods of inquiry produced for the affective process will benefit every domain for the students we teach. We need to effectively include the affective process in our program for staff and students. This makes possible the prevention of self-destructive behaviors and encourages development of potential in order to enable greater and lifelong learning for everyone.

## Behavior Management Component (External/Extrinsic)

The behavior management component of the system, shown on page 90, is the extrinsic process that allows behavior to become a part of the learning process for both students and staff. This component provides the framework for healthy interactions in which behavioral challenges become opportunities for greater understanding and growth.

Congruence between "what we say" and "what we do" is critical for trusting relationships to develop and support learning. This component's framework establishes the basis for this congruence and includes the information for developing a positive, inclusive, democratic behavior plan for the classroom and school building.

The positive behavior plan creates a supportive climate that allows students to be honest and responsible for their actions. The resulting honesty and responsibility can develop a positive attitude needed for participation and learning.

The self-concept series and weave are important to integrate into every section of the behavior management component. This powerful self-concept process, which is the base of all system components, assists in clearly separating students' worth from their actions. Once this occurs and is conveyed through congruent staff interaction, behavioral change can be supported.

## The Self-Talk/Self-Pictures Component (Internal/ Intrinsic)

The self-talk/self-pictures plan of the system is the organization for the intrinsic process that allows "what we say and believe" to be congruent with "what we think and feel." The internal thoughts and pictures that students hold need to be supportive of the positive life goals of the student. These positive pictures and thoughts with the positive behavior plan support the development of positive student perceptions of self.

It would be great to have environments that help everyone.

This self-talk/self-pictures plan and activity process include pictures and statements from the self-concept series. These self-talk/self-pictures activities are for use with students and professionals within the classroom and the school building. Selected self-talk/self-pictures can be used to support the positive behavior plan. This process can be used by families to support the school program.

## Curriculum Component (Skill Base—Students)

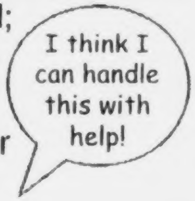
The environment and the internal base is established for the system activity process after the behavior plan and the self-talk/self-pictures plan have an extrinsic and intrinsic positive framework in place. This activity process provides the information and experiences for the development of a student skill base. These skills are in the strands of self, other awareness, self-control, decision making/problem solving, group cooperation and career enrichment. The self-concept series and weave are incorporated into each activity. The three steps of the self-concept series support the five strands, or skill areas, of the curriculum.

System activities and components are usually received in a positive way by students from a democratic setting because the students are generally more open and trusting as they participate. Incorporating a diagnostic skill assessment for student affective skills such as the *Children's Affect Needs Assessment* provides information which gives students' input into the activity experiences needed by the classroom, involves the students and gives them an opportunity to identify areas they would like to improve. This information gives the class feedback as to priority areas for growth.

Developmental, comprehensive guidance system research demonstrates a connection between the inviting classroom and the system. Based on student data as the system is implemented, the inviting practices of the teacher have been shown to increase. This connection demonstrates that the classroom climate improves as the teacher implements the developmental guidance system due to an increase in the inviting practices of the teacher as perceived by the student.

## Implementation Skills Component (Skill Base—Staff)

A program is only as effective as the people implementing it. This system is no exception. A developmental guidance system has everything included and identified; professionals using the program are the KEY. They create a positive climate and operate effectively and affectively with the class in order to achieve desired results.


I think I can handle this with help!

The system curriculum component, behavior management component and self-talk/self-pictures component have established the student components of the system. This component indicates skills and approaches which are most effective for professionals and their students.

The democratic classroom has proven to be the most effective for developing a positive classroom climate. A democratic classroom is based on mutual respect, natural and logical consequences, student responsibility and shared decision-making. Professionals model these characteristics in the self-concept series and weave.

It is important for professionals to assess their skills in order to achieve the democratic approach. Using a short, staff-needs assessment to determine target areas for staff skill development is suggested. Incorporating a class climate survey such as the *Invitational Teaching Survey—Primary & Intermediate* (ITS-P&I) provides information regarding teacher-student interaction as perceived by the student. The ITS-P&I provides important information for staff development and can be one observation/evaluation instrument for staff development used in the system.

## Family Involvement Component

The family is defined as a student with any adult, parent and/or guardian who is legally responsible for the care of the student. This person or group would be considered the family of the student and encouraged to participate in all aspects of the system where appropriate. Any adult who is accepting responsibility or assisting in the care and nurturing of the student would be welcomed as a family member.

Family involvement with the system supports the process for the concepts, interactions and philosophy experienced at school to be modeled and expanded upon at home. The parent also has an opportunity to share important values and beliefs through interactions at school and in family groups that focus on personal and family information and skills. The greater congruence between home and school in the quality of experiences, the greater the possibilities for the student.

## System Observation/Evaluation

The comprehensive observation/evaluation process for the system includes four types of interactive assessment for:

It's
important
but scary to
document
change.

- overall system organization
- results of each system component
- end of the year changes of student skills based on differences on the diagnostic assessment given when school began and
- end of the year changes of staff skills and classroom climate based on differences on the diagnostic assessment given when school began

The balance among the four types of assessment is important due to the longitudinal nature of the affective developmental process. The first two types of assessment provide personalized, open information via questionnaires, etc. The second two types of assessment can be gathered from a standardized, reliable instrument that can provide consistent data. Both assessment approaches can be used in gathering statistical information for the system.

Observation/evaluation needs to be viewed so that everyone is recognized as an interactive part of a healthy whole. The focus is on positive observations, not deficits. Evaluators and evaluatees participate in an interactive process, establishing an opportunity for feedback for everyone involved in the system. With this base of mutual respect, growth can be maximized for everyone.

## The Three-to-Five-Year Plan

System implementation requires a three-to-five-year plan. An information checklist needs to be developed for what to include in each system component. These components are interdependent, interrelated and interactive. Each component of the system needs to be implemented in some way every year or the process stops. Students need to learn skills and practice their new skills in the external and internal environments. The environments need to be created to allow practice of these new student skills.

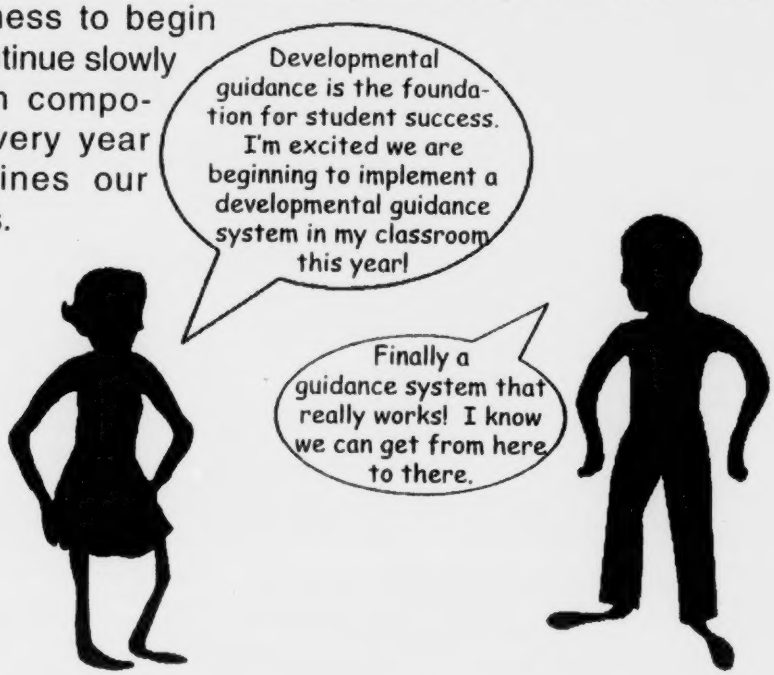
For example, students and staff may begin working with the behavior plan by beginning class meetings in all classrooms. The students and staff would include information from the self-talk/self-picture plan that identifies and begins using self-talk and self-pictures supportive of class meetings. Student skills that are needed for effective communication and interactions within class meetings are taught. Staff begin to learn facilitation skills to conduct class meetings. Each component is needed for success in any component of the system.

This continues every year until the system is in place. Staff members learn skills by staying in the classroom when a skilled guidance professional visits to teach the skill to the classroom group. The teacher follows up and practices with students. Staff members can also attend special programs and meetings to enrich their skills. Families are included in this process through family programs and conferences. Each component of the system is assessed and modified based on feedback and results.

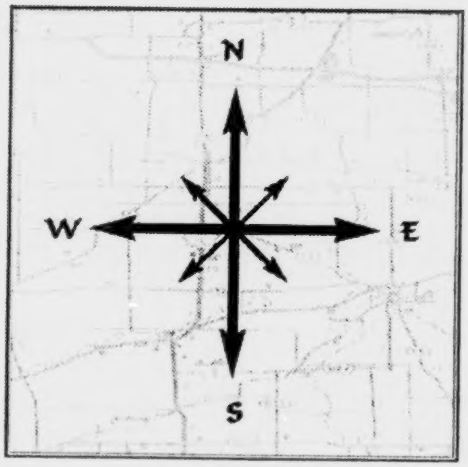
> I know I can do this if I take my time.

The important consideration is to answer the question presented in the chapter introductory poem, "The Plan," by Margaret Kadish. "What are you doing constructive?" The plan outlined in this chapter gives a specific, constructive approach which supports success for all students. Are you going to slowly implement the process? Are you going to do it or not?

Answers to these questions determine if we can get from here to there. We know this systematic plan works. Your willingness to begin and continue slowly in each component every year determines our success.


Developmental guidance is the foundation for student success. I'm excited we are beginning to implement a developmental guidance system in my classroom this year!
Finally a guidance system that really works! I know we can get from here to there.

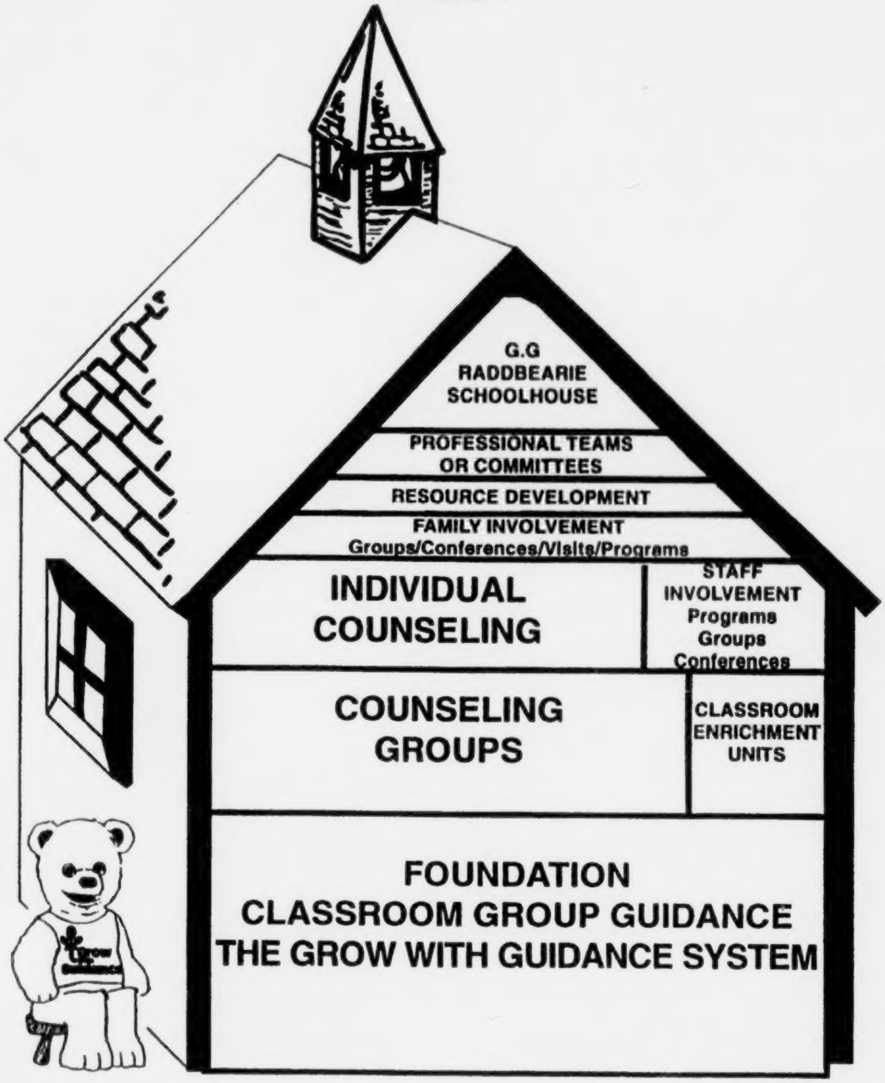
## *Following our Roadmap . . .*



***All students benefit from a definite plan for success that is built upon our developmental guidance system.***

## A Comprehensive, Developmental, Guidance and Counseling Program Systems Model: The Grow With Guidance System Schoolhouse

Chart 3


G.G
RADDBEARIE
SCHOOLHOUSE
PROFESSIONAL TEAMS OR COMMITTEES
RESOURCE DEVELOPMENT
FAMILY INVOLVEMENT
Groups/Conferences/Visits/Programs
INDIVIDUAL COUNSELING
STAFF INVOLVEMENT
Programs
Groups
Conferences
COUNSELING GROUPS
CLASSROOM ENRICHMENT UNITS
FOUNDATION
CLASSROOM GROUP GUIDANCE
THE GROW WITH GUIDANCE SYSTEM
Grow With Guidance

The Schoolhouse Systems Model, Chart 3, shows the components of a comprehensive, developmental guidance and counseling program. The Foundation is the comprehensive, developmental guidance system. All components of the guidance and counseling program build from this Foundation and are interactive, interrelated and interdependent.

## Chapter Eight

## The Guidance and Counseling Program

The schoolhouse model is an innovative and smart way to work within your guidance and counseling program. Each component of the schoolhouse is interrelated, interdependent and interactive. All components of a solid guidance and counseling program are represented in the schoolhouse model.

All components are consistently represented throughout the elementary through high school guidance and counseling program. Developmentally appropriate content and variations on the amount of designated time per component is the primary differentiation between counseling levels. All components, elementary through high school, require the development and documentation of goals, competencies and results in order to maintain a results and research-based guidance and counseling program.

Components of the guidance and counseling model and the percent of time spent on each component are:

1. The Foundation—A Developmental Guidance System—40% of the counselor's time allocation, Elementary School (E), 35-30% of the counselor's time allocation, Middle School (MS) and 30-25% of the counselor's time allocation, High School (HS)

2. Counseling Groups—30% of the counselor's time allocation (E) 35-30% of the counselor's time allocation (MS&HS)

3. Individual Counseling—10% of a counselor's time allocation. The remaining 20% of the counselor's time include items 4-8
4. Classroom Enrichment Units

This is so different from what many want me to do. It'll take time to educate them.

5. Staff Involvement—Programs/Groups/Conferences
6. Family Involvement—Programs/Groups/Conferences
7. Resource Development
8. Professional Teams and Committees

## The Foundation

The developmental guidance system is the skill development base of the counseling program as outlined in Chapter Seven. The students apply information from these experiences to life situations at school and home. These skills can then be applied to other components of the counseling program, such as counseling groups when students participate in them.

Staff also benefit from interacting with the Foundation because their involvement in the activity process has been shown to affect staff growth as well as positively enhance the classroom climate. This interaction process becomes an important factor in staff growth and provides an ongoing modeling of guidance process techniques when the counselor visits the classroom.

This broad base of benefits from the Foundation justifies the suggested allocation of counselor time to classroom group guidance. The developmental and preventive nature of comprehensive approach which can only be accomplished with an ongoing skill base and process. This impacts on the possible results in the Foundation and throughout every component of the counseling program due to the interrelationship among program components.

Improving class behavior and working with all students could be a selling feature.

## Counseling Groups

Counseling Groups is the program component offered only by a certified and/or endorsed school counselor who provides specific information and experiences on relevant topics to students demonstrating a specific need. Students are referred by themselves, the family, staff or the counselor. Topics include, but are not limited to,

- loss from divorce, death, disabilities and distance (moving)
- physical and sexual abuse
- drug abuse
- positive interactions and communication
- school safety

These groups would build on the skills and experiences from the Foundation and relate that information to the needs of the student in these specific areas of life. The peer interaction would also provide an ongoing support base for students in the school environment.

The suggested time allocation for Counseling Groups is 35-30% of the guidance and counseling program because larger numbers of students can benefit from direct skill experience concerning these common problems. Frequently, if a student doesn't resolve these issues, long-term problems result in many domains of student development. Counseling Groups usually last for four to eight sessions dependent on the topic and age level of the students and are offered for all age levels every year. Group composition is determined by the nature of the topic.

## Individual Counseling

Individual Counseling is a one-to-one counseling experience provided only by a certified and/or endorsed school counselor. Students experiencing specific concerns receive one to six individual counseling sessions that may result in referral to a counseling group or a community resource. The student rapport and skills established through the Foundation can drastically reduce the number of individual counseling sessions needed.

Suggested counselor time allocation for Individual Counseling is 10% of the counselor's time due to the greater student benefits, such as student skill building and peer relationships, from classroom group and group counseling. All people involved need to understand that the counselor is not a "fix-it" person but a part of the educational team that supports healthy student growth and choices. The primary focus of individual counseling is to support learning.

The remaining 20% of the counselor's time is divided among Classroom Enrichment Units, Staff and Family Development, Resource Development and Professional Teams and Committees. The amount of time allotted for each of these areas within the 20% of the time allocation will fluctuate dependent upon the time of the school year and program priorities.

## Classroom Enrichment Units

Classroom Enrichment Units provide all students with specific information regarding the topics of special interest or concern and/or topics that are included in counseling groups. Program topics are addressed every year creating a spiral for curriculum and experiences to support students in counseling groups and those in transition.

The counselor would organize Classroom Enrichment Units and in some cases implement them. Community resources and staff would be the primary implementors of the programs. Training for these enrichment units would usually be done by the counselor so that students, staff and families receive the benefits of the information. Approximately one or two topics would be added per year with implementation of the primary topics occurring within a three-to-five-year plan. The classroom enrichment suggested time allocation would be within 20% of the counselor's time.

## Staff Involvement

Staff Involvement includes planning and in some cases implementing groups, programs and conferences with the staff regarding both appropriate information and skill experiences. These programs, groups and conferences, if not implemented by the counselor, are frequently implemented by community resources. This would be a part of 20% of the counselor's suggested allocation of time.

Taking 3 to 5 years to implement this is key. Just add a little at a time.

## Family Involvement

Family Involvement includes planning and in some cases implementing groups, programs and conferences with the family regarding both appropriate information and skill experiences. These programs, groups and conferences, if not implemented by the counselor, frequently are implemented by community resources. This would be a part of 20% of the counselor's suggested allocation of time.

## Resource Development

Resource Development links the school with the business and service community to use community talents for staff, students and families. This valuable link can enrich the entire counseling program. Opening the school to this involvement that frequently is available for little or no expense is especially important for The Classroom Enrichment Units, Staff Involvement and Family Involvement components of the counseling program.

## Professional Teams or Committees

Professional Teams or Committees involves the counselor consulting or collaborating within the school district or for professional groups. The counselor may serve on professional educational and/or counseling teams or committees. It's important that the counselor is part of the learning team within the district as well as providing consultation and service for professional organizations. The suggested time allocation is within 20% of the counselor's time.

The philosophy of the counseling program needs to be congruent with the philosophy of the school district. Demonstrating how the program is a vital part of the learning process is important. The counselor's role includes defining the counseling program, organizing the program components and structuring each component with competencies and an observation/evaluation plan.

Counselors would have shared responsibility for the Foundation and direct responsibility for Counseling Groups and

Individual Counseling. Consultation, cooperation and collaboration are important within each component in working with students, staff, families and the community.

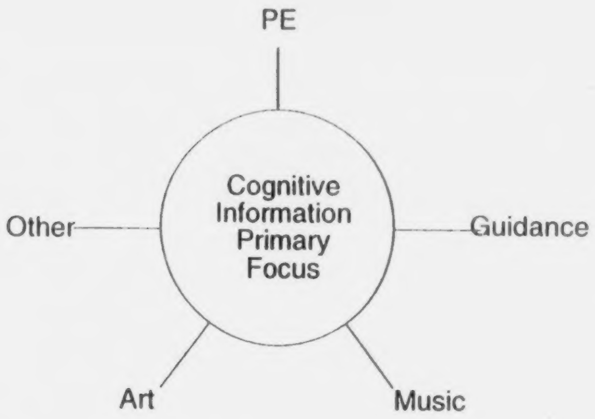
The self-concept series and weave discussed on page 52 is an integral part of each program component. This activity process becomes the foundation of the guidance and counseling program and is interactive throughout the classroom group guidance system, small group counseling, individual counseling, family interactions and staff development. The concepts taught, reviewed and woven throughout each component of the guidance system are strengthened by inclusion of the same self-concept series and weave into the total guidance and counseling program. This congruent approach maximizes and promotes integrity of all people. All students benefit from a definite plan for success that is built upon the developmental guidance system.

We finally have a guidance and counseling program that is more than a reactive band-aid approach. Our counselor is a proactive leader who knows how to work smart.
WOW! That really makes a difference.

# The Place of a Comprehensive, Developmental, Guidance System in the Classroom: The Grow With Guidance Systems Approach

## Chart 4

## The Traditional Classroom


PE
Cognitive Information Primary Focus
Other
Guidance
Art
Music

## Chart 5

## The Real Classroom

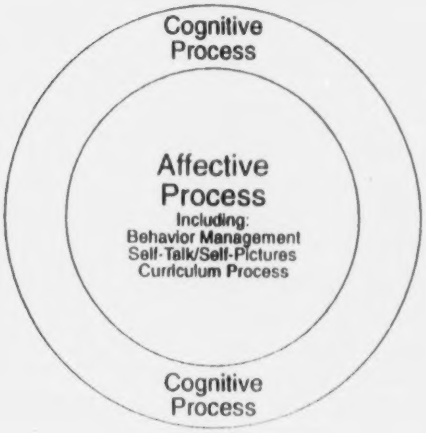

Cognitive Process
Affective Process
Including:
Behavior Management
Self-Talk/Self-Pictures
Curriculum Process
Cognitive Process

**Chart 4 shows the traditional way guidance and counseling programs are viewed and implemented, outside the classroom. Chart 5 shows the realistic way comprehensive, developmental, guidance systems are the heart and constant in all classrooms.**

## Chapter Nine

## The Heart of the Classroom and School

### The Traditional Classroom

Traditional classrooms include a strong academic tradition that at one time worked effectively for student learning. Traditional classrooms and guidance programs place guidance outside of the classroom. The traditional classroom perceives guidance as an "extra service" provided for certain students with problems. Guidance is not officially an integral part of what goes on in the classroom. When there is a concern of funding cuts within a school, the guidance program is seen as a possible "cut" because of its "outside the traditional classroom" position.

In a traditional classroom the skills that require learning to occur don't officially include the guidance process skills of effective communication, cooperation, collaboration and responsible interactions. The primary subjects of language arts, mathematics, science and social studies are viewed as separate from guidance process skills. There's no defined affective component or guidance system. Usually students aren't viewed in a holistic manner and cognitive subject matter "minutes" drive the curriculum. The focus of this classroom is subject centered and not student centered.

We know that personal, social, emotional and behavioral factors impact the traditional classroom, even though they aren't identified or addressed. We know that those factors occur constantly. Now, with the changes in the requirements for student success, the realistic classroom is the classroom model that supports student success. Developmental guidance systems are the heart of real classrooms.

## The Real Classroom

The real classroom recognizes the truth that education is a human experiential process that is done through various interactions "with" students. Students are viewed holistically and the learning environment is centered upon the developmental learning needs of the student and a healthy, balanced classroom climate. Guidance process skills of effective communication, cooperation, collaboration and responsible interactions are central skills to the learning process in all curriculum areas. Long-term learning is viewed as a process that is addressed in all domains of the student. Behavior and the self-talk/self-pictures process are viewed as a part of learning and central to long-range learning in all domains.

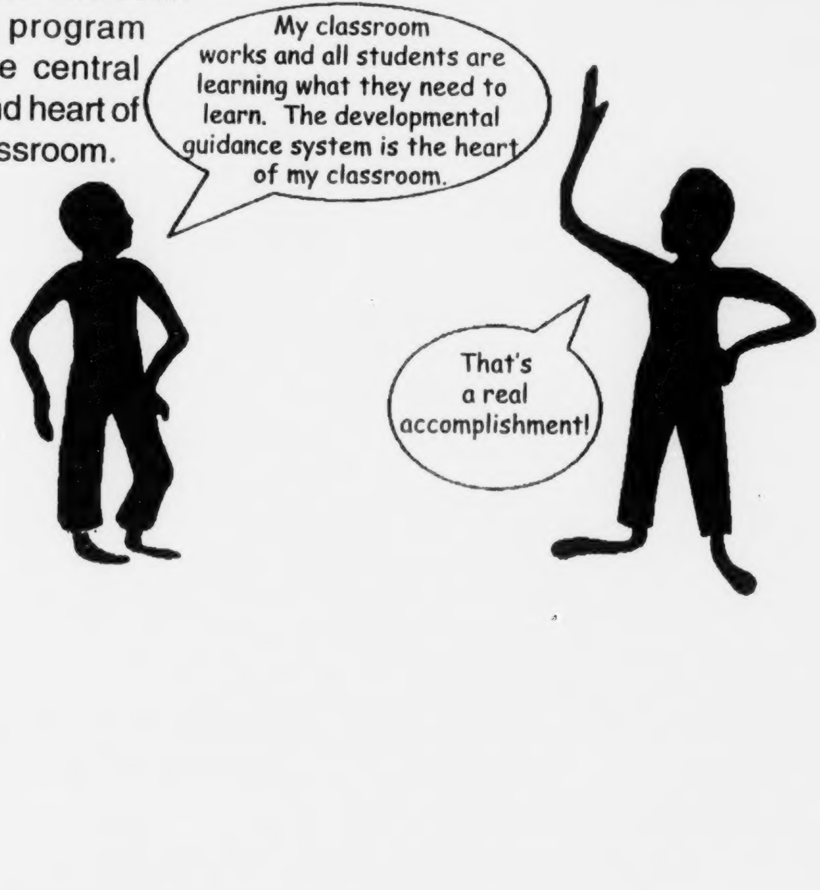
A comprehensive, developmental guidance system creates the real classroom. The components of the system develop a central core from which all learning interactions generate. This systems model and systemic process include:

- cooperative learning
- facilitative processes
- peer listening
- a solid self-concept approach
- the core skills needed to manage conflict
- the process to create an inviting environment

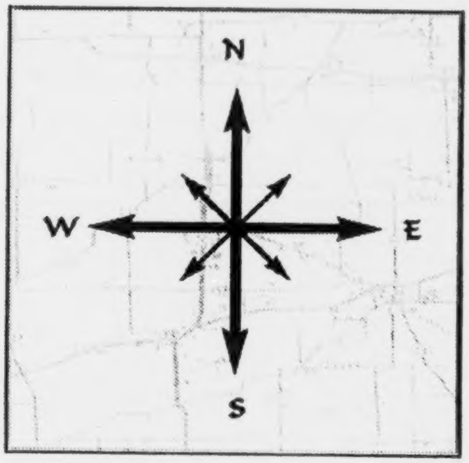
Academic curriculum builds off of this process. The only constant in a classroom is the personal, emotional, social and behavioral interaction that affect everything. No matter what's being taught, students' self-awareness, personal skills and perceptions will influence and often determine results.

No matter what's being taught, emotions are always happening and will influence and often determine results. No matter what's being taught, social interactions and perceptions influence and often determine results. No matter what's being taught, behavior is always happening and influences learning for all students.

The developmental guidance system is for all students. The system includes a positive behavior management plan, a positive self-talk/self-pictures plan, a student skill and curriculum plan, a staff skill development plan, a family support and development plan and an accountability process. The developmental guidance system is the foundation of the guidance and counseling program and the central core and heart of the classroom.


My classroom works and all students are learning what they need to learn. The developmental guidance system is the heart of my classroom.
That's a real accomplishment!

## *Following our Roadmap . . .*



***All students can learn and use their unique challenges as assets.***

# SECTION FOUR

# Solutions For Student Success

## A Comprehensive, Developmental, Classroom Group Guidance Systems Model: The Grow With Guidance System

### System 1 - 6 (S 1 - 6)

### Chart 6

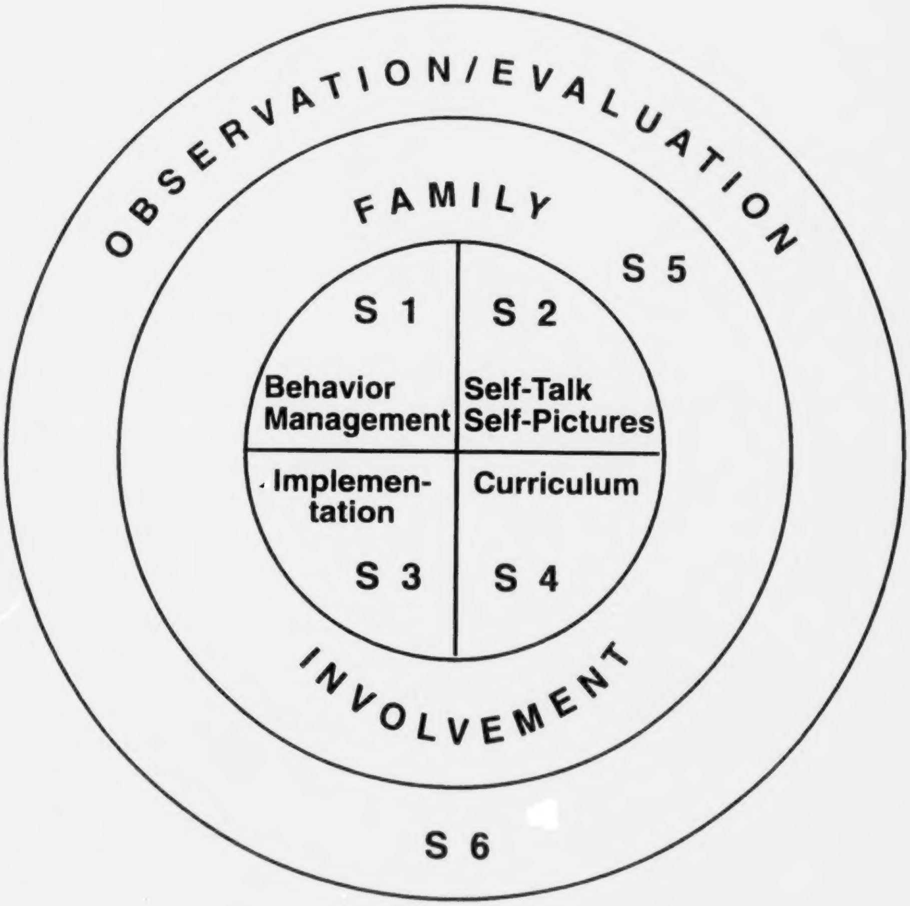

OBSERVATION/EVALUATION
FAMILY
S 5
S 1
S 2
Behavior Management
Self-Talk Self-Pictures
Implementation
Curriculum
S 3
S 4
INVOLVEMENT
S 6

**Chart 6 is the same as Chart 1 on page 90 with the letter and numbers, S 1 - 6 added. Chapter 10 will refer to this chart as S 1 - 6. This is the model for a comprehensive, developmental guidance system for the classroom and the school building with the necessary components for success.**

## A Comprehensive, Developmental, Guidance and Counseling Program Systems Model: The Grow With Guidance System Schoolhouse

### Chart 7

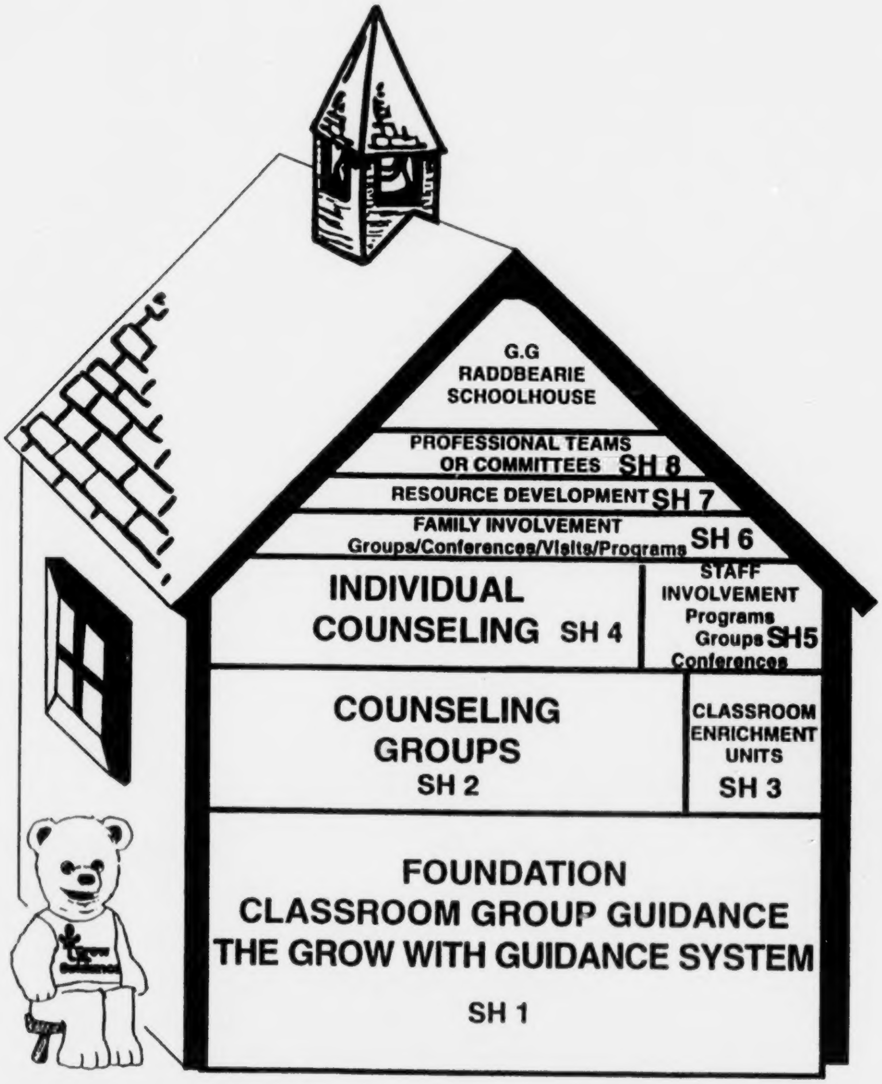
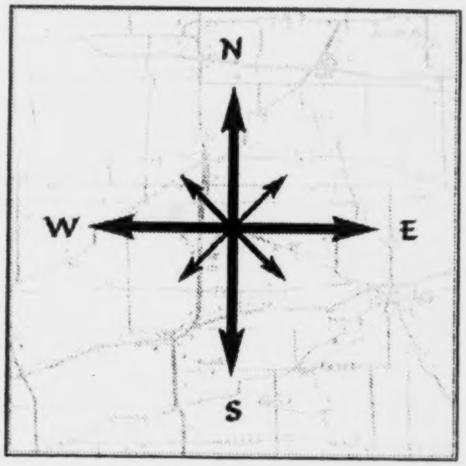

G.G RADDBEARIE SCHOOLHOUSE
PROFESSIONAL TEAMS OR COMMITTEES SH 8
RESOURCE DEVELOPMENT SH 7
FAMILY INVOLVEMENT Groups/Conferences/Visits/Programs SH 6
INDIVIDUAL COUNSELING SH 4
STAFF INVOLVEMENT Programs Groups Conferences SH5
COUNSELING GROUPS SH 2
CLASSROOM ENRICHMENT UNITS SH 3
FOUNDATION CLASSROOM GROUP GUIDANCE THE GROW WITH GUIDANCE SYSTEM SH 1

Chart 7 is the same as Chart 3 on page 102 with the letter and numbers, SH 1 - 8 added. Chapter 10 will refer to this chart as SH 1 - 8. This is the model for the components of a guidance and counseling program. The foundation is a comprehensive, developmental guidance system. All components of the guidance and counseling program build from this foundation and are interactive, interrelated and interdependent.

**As a Result of our Journey . . .**



**Now we know what we can do for things to work successfully.**

## Chapter Ten

## The Realistic Plan of Education for the New Millennium

Through our travels we're exploring what education needs to be in the new millennium.

Part One discusses concerns impacting education and student success.

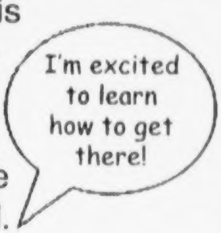
Part Two identifies important factors to consider if we're to improve and expand what we are doing to support student success. Factors such as self-concept development, characteristics of healthy people, skills needed for success and personal, social, emotional and behavioral skills are vital considerations for student success. The importance of an expanded vision of academic success, what's necessary to learn and change and the important role school climate plays in the process are explained.

Part Three outlines the plan and models to follow for a successful journey. The essential model for our plan, a developmental, guidance systems model, is a classroom group guidance system which is the heart of the real classroom and the foundation of the school guidance and counseling program.

Next, let's apply this information and determine the realistic plan for the new millennium.

Part Four addresses the solutions for student success. We want to reach student success at the end of our journey by providing road maps to follow so we get from here to there.

The comprehensive, developmental, classroom group guidance systems model (S 1 - 6), on page 116 and the comprehensive, developmental, guidance and counseling program systems schoolhouse model (SH 1 - 8), on page 117, provide the basis for our road maps. With this solid and clear direction our journey and destination are sure. We know where we are and where we're going. We have a clear and comprehensive road map for the journey, one we can follow to be sure of a successful arrival.


I'm excited to learn how to get there!

## Areas With Solutions - We Get There!

### Road Map Information Needed for All Destinations

The developmental guidance system, S 1 - 6 on page 90, creates the foundation for the personal, emotional, social and behavioral experiences in all areas of concern. The importance of personal, social, emotional and behavioral skills for student success is discussed in Chapter Three. Chapter Seven outlined each of the system components: behavior management, self-talk/self-pictures, staff implementation skills, student skills, family skills and observation/evaluation are important to implement on a three-to-five year plan. A portion of each component needs to be implemented, in part, simultaneously and annually until all of each component is in place. The self-concept series and weave, discussed on pages 52 through 54, are taught and modeled throughout the process and are integrated throughout this systematic plan. Each time SH 1 and S 1 - 6 are used in this chapter, it's referring to the whole system as previously explained.

## General Areas

### Self-Concept Development

**S 1 - 6 (see page-116)**

**SH 1, 2, 5 & 6, perhaps SH 3 or 4 (see page 117)**

**Integration of the Self-Concept Series & Weave**

Information about and the importance of self-concept development is discussed in detail in Chapter Two and on pages 52 through 54. The developmental guidance system, S 1 - 6, impacts the ongoing development of self-concept. As a result, environments and quality relationships which support and invite students are frequently "talked and walked." This comprehensive and developmental approach identifies what needs to be done and outlines a plan to do it.

Classroom enrichment units on various topics that impact students are introduced to all students to further support the development of this important area. These experiences on topics such as abuse, loss and divorce provide students with information and the opportunity to clarify and modify self-perceptions that result from their life experiences. In some cases students may benefit from a referral to a small group or individual counseling with the school counselor.

Staff and family programs and groups help family members and educators learn ways of supporting themselves and students. Topics such as the self-concept series and weave need to be taught to both educators and family members.

As long as:

- needed skills are taught
- we view time spent on self-development as important

- this important self-concept foundation is planned and implemented

- we view students holistically

we get there.

## Academic Achievement and Academic Success

S 1 - 6 SH 1, 2, 5 & 6 **Appropriate "Subject Matter" Instruction**

We discussed the importance of academic achievement and success in Chapters Two and Four and on pages 13 through 15. In order for students to experience academic success we need to include a developmental and holistic guidance system plan. The ongoing development of academic achievement and academic success is supported by this plan.

Academic success requires a major focus on the personal, social, emotional and behavioral skills developed through S 1 - 6. This comprehensive approach supports student development of a strong self-concept as learner. Students are better prepared to handle anxiety and stress within the learning environment. The inviting school climate, discussed in Chapter Six, creates a classroom rich in dialogue and cooperative learning strategies. As a result, students are better able to focus upon learning core information.

Other benefits for students from S 1 - 6 implementation are skills that support handling the vast information network by knowing how to determine and access pertinent information. More students will be prepared:

- to apply and use higher-ordered thinking

- to handle change

- to see themselves as capable of adapting to and handling transition and
- to have a clear understanding of themselves to know where they fit and how to contribute

The change process and learning are addressed in Chapter Five.

Information and experiences required to support these changes are built on SH 1 and S 1 - 6, with additional experiences and information through SH 2, classroom enrichment units. Staff and family programs, SH 5 and 6, provide educators and family members with ideas that support student success. Community resources, SH 7, may network with the school district to offer additional learning opportunities or for networking.

Quality instruction in all content and subjects is essential and builds upon the S 1 - 6 and SH 1, foundation. Educators need to utilize best practices in all areas to support student learning. Additional resources within the school district and community need to be included in the learning plan of students when helpful.

When:

- we view academic learning as an integrated experience for students
- we have a holistic view and focus of what academic success is
- we teach higher-ordered thinking and measure academic accomplishments in a broad way

- we teach students and not just subjects
- educating focuses on lifelong learning

This is making sense!

we get there.

## School Improvement and Redesign

S 1 - 6 SH 1 - 8

Since professionals in public schools and higher education institutions have taken the position that it's necessary to change and better meet the needs of our students, S 1 - 6 and SH 1 - 8 are essential to include in the process. Experiences needed for school improvement and redesign result from S 1 - 6 and SH 1 - 8 implementation. This becomes the foundation and central core of the new vision for schools that address the development of the whole student who can function, contribute and succeed in the new millennium.

A developmental guidance and counseling program, SH 1 - 8, is essential to support all and everyone through this process. The guidance and counseling program needs a developmental focus which includes a classroom group guidance system, small group and individual counseling, classroom enrichment units, staff and family development, resource development and professional teams and committees. The foundation and prioritization of S 1 - 6 and SH 1 - 8 with quality educational teams, instruction, technology, community support and financial resources are key.

Because:

- we've moved beyond adding a computer and calling it school improvement

- we acknowledge the relationships within a school as an integral part of the improvement plan
- we have a broad focus of academic achievement and success
- we can create schools that meet the needs of our changing world

we get there.

## Technology Development and Application

**S 1 - 6**

**SH 1, 2, 5, 6**
**7 & 8,**

**Appropriate**
**Technology**
**Instruction**
**& Equipment**

Because of the growing importance of technology in all areas of life, it is important for students to be competent in the use and application of technology. All areas of life require the use of technology at some level. The developmental guidance system, S 1 - 6 and SH 1, impacts the ongoing developmental skills needed for students to learn technology skills and use technology in a constructive and ethical way.

Classroom enrichment units, SH 2, create experiences and provide additional information regarding technology skills and the responsible uses of technology. Staff and family programs, SH 5 and 6, provide similar information and experiences for family members and educators. Opportunity for all to improve skills needed to be competent are included in these programs. Teams and committees of school, family and community groups, SH 7 and 8, may be helpful in developing a plan and determining the resources available.

As long as:

- all students do have equal access to technology
- students see themselves as able to learn the necessary information to be competent with technology
- the development of the whole student is considered when determining technology skill competence, we will have decreased problems with responsible application of technology

we can get there.

## Gender Equity

S 1 - 6 SH 1, 2, 5, 6 & 7

The gender discussion is alive and well as we move into the new millennium. We want to celebrate our many gains and support additional improvements. Developmental guidance systems, guidance and counseling programs and realistic classrooms, S 1 - 6 and SH 1 as explained in Chapters Seven, Eight and Nine, impact the ongoing development for gender equity to meet this challenge. Students can develop and grow based on unique qualities that are developed through educational experiences.

Classroom enrichment units, SH 2, provide additional information and experiences regarding gender equity. SH 5 and 6, staff and family programs and communication is also organized and implemented. Resources, SH 7, are developed through the school district and community that can provide program and information support.

When:

- we assume students can or can't do something based on their characteristics, strengths and skills
- career paths are chosen due to qualities, strengths and skills
- emotions are accepted in ways that are appropriate for all people
- what we are able to learn is determined by equal access and encouragement
- limitations aren't accepted because of gender stereotypes

we can get there.

## Multicultural Sensitivity and Understanding

**S 1 - 6** **SH 1, 2, 5, 6 & 7**

Many schools have pursued actions to cultivate and promote cultural understanding. These efforts are a beginning that can be expanded by implementing S 1 - 6 and SH 1. A developmental guidance system impacts the ongoing development of multicultural sensitivity and understanding in a conscious and intentional way.

Classroom enrichment units, SH 2, provide additional information and experiences regarding multicultural sensitivity and understanding. Staff and family programs and communication on multicultural issues, SH 5 and 6, are also organized and implemented. Resources, SH 7, are developed through the school district and community that can provide additional program and information support. This process and plan cultivate and develop cultural understanding which enriches the quality of life for our students.

As long as:

- a plan is in place where all cultural groups can dialogue and work together
- a plan is in place for educators to stay current on cultural issues
- we include various groups in a school, integrate those groups and include groups on projects
- we integrate information about all groups for all to learn
- we identify ways of learning to respect others and value differences as a strength
- we see all students as people and learn to value them on a personal level

we can get there.

## Sexuality Sensitivity and Understanding

**S 1 - 6** **SH 1, 2, 5, 6 & 7**

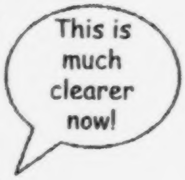
Developmental guidance systems, S 1 - 6 and SH 1, impact the ongoing development of sexuality sensitivity and understanding. Students are better equipped to discuss their sexual changes and challenges with parents and adults they trust because of learning more about self and others and gaining communication skills and an ability to discuss feelings.

Classroom enrichment units, SH 2, provide additional information and experiences for students regarding sexuality based on information related to individual differences. Maturation, protecting students from premature pregnancy and early sexual involvement are included as appropriate. Staff and family programs and communication regarding student sexuality, SH 5 and 6, are also organized and implemented. Resources, SH 7, are developed through the school district and community that can provide program and information support.

Problems occur when we've no accepted way to discuss feelings and differences in people relating to sexual orientation and sexuality. This can be a very uncomfortable topic for many. The outlined plan and process are a proactive way to support all students.

When:

- people within the school and community are judged by their positive behavior and not personal characteristics


This is much clearer now!

- students don't hear derogatory remarks about people with same sex orientation
- hurtful comments that include sexual name calling aren't allowed
- students are open about their internal forces and drives with someone who cares and is nonjudgemental

we can get there.

## Sexual Harassment

**S 1 - 6** **SH 1, 2, 5, 6 & 7**

Programs that address sexual harassment are important in our workplaces, communities and schools. We want and need to explain to all students ways to belong, interact and contribute in socially appropriate and respectful ways. Skills needed for healthy relationships between people are learned through the developmental guidance system, SH 1 and S 1 - 6.

Classroom enrichment units, SH 2, provide additional information and experiences regarding healthy relationships that prevent sexual harassment. Staff and family programs and communication are also organized and implemented for increased awareness, ways of addressing concerns and ways to apply the skills learned through SH 1. Resources, SH 7, are developed between the school district and community that can provide programs and information support regarding sexual harassment.

As long as:

- sexual harassment programs aren't isolated programs of information
- students aren't permitted to tease and embarrass others
- students see themselves as able and powerful to handle difficult situations
- students understand how to be assertive
- students have basic personal, social, emotional and behavioral skills

we can get there.

## Sensitivity and Understanding of Persons with Disabilities

S 1 - 6 SH 1, 2, 5, 6 & 7

Information about persons with disabilities was discussed on page 23. We learned that all people have some things they are able to do and some things they aren't able to do. We want to work with our students in a way that they learn to focus on what they have instead of what they don't have. This is not to deny personal struggles that exist no matter the type and degree of the disability. The goal is to have the disability become just one characteristic, not the main focus and distinguishing characteristic of the student. Our ability to accomplish this task may determine the impact the disability will have on the life of the student.

Implementing the developmental guidance system, S 1 - 6 and SH 1, impacts the ongoing development needed for disabled sensitivity and understanding. Classroom enrichment units, SH 2, provide additional information and experiences regarding individual differences, imperfection and perfection, various disabilities and ways of helping and supporting. Staff and family programs and communication regarding support for and information about different types of disabilities are also organized and implemented. Resources are developed through the school district and community that can provide program and information support such as training programs for child care sitters. The goal is knowing and remembering that all students can learn and use their unique challenges as assets. Creating environments where all are expected to work and contribute based on their sets of abilities is essential.

When:

- we include people in a program regardless of a disability

- we see what someone **can do** instead of what someone can't do
- students view disabilities as being one characteristic of the person
- someone's worth is not attached to an illusion of perfection and we celebrate differences

we get from here to there.

## Invitational Education

**S 1 - 6** **SH 1, 5, & 8**

Invitational education focuses on the heart of education. The important role of an inviting classroom climate was discussed in Chapter Six. Invitational education's balanced approach to the teaching and learning process is essential if we're to invite students to become self-actualized, fulfilled human beings. By implementing a developmental guidance system, S 1 - 6 and SH 1, we can reach the goals of invitational education, have a conscious and intentional plan and process to support and maintain an inviting school.

In addition to S 1 - 6, positive impact on creating an inviting climate in each classroom, there is the additional impact of SH 5 and 8 on expanding the inviting climate throughout each school in a school district. Staff programs and communication about invitational education, SH 8, are also organized and implemented. Personal and professional growth plans are important for all staff members. This supports an ongoing growth process which injects energy, enthusiasm and positive attitudes into the day-to-day experiences with students. Professional teams and committees, SH 8, may develop a strategic "invitational" plan.

As long as:

- there is a plan for change that is an integral part of the day-to-day operation of the school
- there is a conscious plan to support the self-concept development of all within the school
- the perception of students, staff and families is communicated and modified when it is destructive
- personal, social, emotional and behavioral skills are taught
- students provide ongoing feedback to educators as to their day-to-day experience in school
- there is an intentional process for consciously creating an inviting environment for all students

we can get there.

## Areas for Student Skill Development

### Emotional Intelligence

S 1 - 6 SH 1, 5, & 6

We know that emotional skills can be taught and that these emotional skills affect the performance of all people. A developmental guidance system, SH 1 & S 1 - 6, supports positive student-teacher and student-student relationships which then impact student emotional growth in a desirable way. The system creates experiences that impact the ongoing development needed for emotional intelligence.

Staff and family programs and communication, SH 5 and 6, that explain emotional intelligence are important to organize and offer. Additional information about emotional intelligence was addressed in Chapters Two and Three and on pages 26 and 27.

When:

- emotional intelligence development is not left to chance, but has a conscious and intentional plan

Now I know what to do.

- student success is not viewed as a test score but a performance skill set that includes emotional, personal, social and behavior skills
- the relationship between self-concept development and emotional intelligence is understood
- emotional intelligence is approached in a systemic way

- people view emotional intelligence development as a fact and not a fad

we can get there.

## Social Skills

S 1 - 6 SH 1, 5, & 6

Many school districts have begun teaching social skills to students. It's important to expand their effort with a developmental guidance system, SH 1 and S 1 - 6. Developmental guidance systems include experiences that impact the ongoing development of social skills. When social skills are implemented in conjunction with a developmental guidance system, they're integrated and supported with other skills needed for student success.

Staff and family programs and communication, SH 5 and 6, are also organized and implemented to explain ways of connecting classroom experiences to life skills at home and in school. Chapters Two and Three provide additional information.

As long as:

- we don't teach social skills in isolation from day-to-day experiences
- the relationships and climate of the school are integral with social skill development
- the social skill focus is on the assets of people and not their deficits

- we teach social skills with the understanding of how those skills are a component of the personal, social, emotional and behavioral development of people

we can get there.

## Conflict Resolution and Peer Mediation

**S 1 - 6** **SH 1, 2, 5, 6 & 7**

It 's imperative to do everything possible for students to learn ways of handling conflict and confronting people in an appropriate way because students' ability to handle conflict can become a matter of life and death. Learning conflict management skills is important and needs to be taught.

Many schools have begun to respond by offering conflict resolution and peer mediation training. This approach is a wonderful beginning but needs to be expanded. Conflict resolution and peer mediation programs are a form of an enrichment program, SH 2, that can be offered. In order for these enrichment programs to have long-term success, a developmental guidance system, S 1 - 6 and SH 1, needs to be established as the foundation on which to build these programs. The system foundation experiences impact the ongoing development needed for conflict resolution and peer mediation skills. Then enrichment programs such as peer conflict managers and peer mediators can be initiated more successfully because students have the necessary foundation skills.

Staff and family programs and communication, SH 5 and 6, are also organized and implemented regarding conflict resolution and peer mediation. Resources, SH 7, are developed between the school district and community to provide program and information support.

When:

- conflict resolution skills aren't taught in isolation
- all learn the skills that are needed
- there is a clear plan as to how conflict resolution and peer mediation contribute to the school environment
- these skills build on a base of personal, social, emotional and behavioral skills

we can get there.

## Peace Education

S 1 - 6 SH 1, 2, 5, 6 & 7

A developmental guidance system, SH 1 and S 1 - 6, creates experiences that impact the ongoing development of skills needed for peace. Peace and global understanding are important goals that begin by creating peaceful personal relationships in homes, schools and communities. Tolerance of all that's different from us and respect of those differences are basic in the system process. Students can learn to celebrate differences and understand them nonjudgementally to support more trusting relationships. It's the ability to trust and not fear what's different that supports peace on a personal, as well as on a global level.

Classroom enrichment units, SH 2, provide additional information and experiences regarding individual differences, tolerance and trust building. Staff and family programs and communication, SH 5 and 6, are also organized and implemented on these same topics. Resources, SH 7, are developed between the school district and community and can provide program and information support.

As long as:

- we don't accept judgmental behaviors that separate and condone behaviors that are destructive
- we focus on what is "right" with differences
- we don't accept hurtful acts of intolerance so that people don't have to change or question their behavior
- winning is not more important than cooperating
- being "right " is not more important than understanding

we get from here to there.

## Character Education

**S 1 - 6** **SH 1, 2, 5, 6 & 7**

Because we want to become and be involved with people who are trustworthy, treat all with respect, act responsibly, are fair and just, are caring and solid citizens, we need to develop the necessary skills with all students. Experience that impacts the ongoing development of character is just a portion of the skills taught through a developmental guidance system, SH 1 and S 1 - 6.

Classroom enrichment units, SH 2, provide additional information and processes needed to experience and model character. Staff and family programs and communication, SH 5 and 6, are also organized and implemented for character concepts that are supported within the school, home and community. Resources, SH 7, can create a character network between the school district, family and community for program development and support.

As long as:

- we have character education programs that aren't separate from the school environment
- people don't make excuses for behaviors that are destructive
- students are expected to demonstrate desirable character traits and adults are expected to model them

we can get there.

## School-To-Career

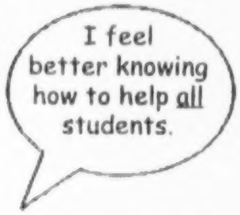
**S 1 - 6** **SH 1, 2, 5, 6 & 7**

Students need to be prepared to make the best career decisions possible because their career choice is among the most important life decisions they'll make. A developmental guidance system, S 1- 6 & SH 1, is essential because it creates the foundation for the personal, emotional, social and behavioral experiences and skills needed for career development. The system transforms the classroom into a "Life Lab" of opportunity experiences that are the basis for career success. Additional information regarding school-to-career is on pages 32 and 33. Chapters Two and Three provide additional background information that may be helpful to relate to this topic.

Classroom enrichment units, SH 2, provide additional information and experiences regarding careers and lifelong learning. Staff and family programs and communication, SH 5 and 6, are also organized and implemented to support student career development and success. Resources, SH 7, are developed through the school district and community and can provide career program and information support.

When:

- the skills needed to handle change are taught
- personal, social, emotional and behavior skills are viewed as a priority


I feel better knowing how to help all students.

- we see the importance of including personal, social, emotional and behavioral skills as the core of what we teach for all students
- classrooms are viewed as life labs for learning needed career skills

we can get there.

## Areas Of Student Behavior Concerns

### Self-Destructive Behaviors

S 1 - 6 SH 1- 8 A Crisis Plan

We know the importance of preventing self-destructive behaviors as much as possible. The guidance system, SH 1 & S 1- 6, creates the foundation for the personal, emotional, social and behavioral experiences needed to prevent self-destructive behaviors. These experiences impact student productivity, identify student possibilities and support a positive self-perception for all students.

In addition a developmental guidance and counseling program, SH 1 - 8, is essential to support all students through this process. The guidance and counseling program needs a developmental focus which includes a classroom group guidance system, small group and individual counseling, classroom enrichment units regarding self-destructive behaviors, staff and family development, resource development and professional teams and committees.

One important team, SH 8, to support all students is one that responds to a crisis. A defined team and crisis plan in all school districts is essential. This team can assist students in applying skills learned in SH 1, a developmental guidance system. SH 2, classroom enrichment units, can be an important link if the topic is included in the enrichment plan or a new topic can be implemented after the crisis. In some cases students may benefit from a referral for small group or individual counseling with the school counselor.

As long as:

- students have an understanding of possibilities, encouraging growth

- students understand that we all lose when one person doesn't contribute
- the reason and understanding of the benefits of productivity are clear
- students perceive themselves as capable, unique, valuable and special, thus understanding how important each contribution is

we can get there.

The following is the road map for the most common self-destructive concerns facing our youth, **chemical dependency, student sexuality, eating disorders and suicide**.

## Drug-Free Schools

**S 1 - 6** **SH 1 - 8** **A Crisis Plan**

Because chemical dependency prevention has been a focus for more than a number of decades and because more and more students still become involved with chemicals, we know we need to expand what we're doing to support student success. A developmental guidance system, SH 1 and S 1 - 6, is a systemic solution that creates the foundation for the personal, emotional, social and behavioral experiences needed to prevent chemical abuse.

In addition a developmental guidance and counseling program, SH 1 - 8, is essential to support the prevention of chemical abuse and use. The guidance and counseling program needs a developmental focus which includes a classroom group guidance system, small group and individual counseling, classroom enrichment units regarding chemical use and abuse prevention, staff and family development, resource development and professional teams and committees.

One important team, SH 8, to support all students is one that responds to a crisis that may result from a chemical incident. A defined team and crisis plan in all school districts is important. This team can assist students in applying skills learned in SH 1, the developmental guidance system. The classroom enrichment unit, SH 2, on chemical prevention is an important link to build upon for support. In some cases students may benefit from a referral for small group or individual counseling with the school counselor.

As long as:

- we don't view drug-free school programs in isolation
- we have a school environment that expects all students to include everyone in activities and projects
- we assess and evaluate existing programs
- we have personal, social, emotional and behavioral development at the heart of drug-free school programs

It's a relief not just waiting to react.

we can get there.

## Student Sexuality

S 1 - 6 SH 1- 8

Students need to receive the support, information and skills needed to stay safe and make sound decisions for their sexuality and sexual conduct. The developmental guidance system, SH 1 and S 1 - 8, creates the foundation for the personal, emotional, social and behavioral experiences needed to support students as they develop their sexuality. Students can gain self and other awareness, communication skills, self-control and decision making skills needed to stay safe.

In addition, a developmental guidance and counseling program, SH 1 - 8, is essential to support all throughout this process. The guidance and counseling program needs a developmental focus which includes a classroom group guidance system, small group and individual counseling, classroom enrichment units regarding student maturation and sexual development, staff and family development, resource development and professional teams and committees.

When:

- we don't view student sexuality school programs in isolation
- we have a school environment that includes and supports all students
- we develop a plan for student sexuality education
- a few people don't determine the program for the majority of students and families
- we assess and evaluate existing programs
- we have personal, social, emotional and behavioral development at the heart of student sexuality education

we can get there.

## Eating Disorders

S 1 - 6 SH 1- 8

There are growing numbers of people, including school age children, who suffer from eating disorders, so it's important to be aware of ways we can support students and prevent this self-destructive problem. One way is to implement the developmental system, SH 1 and S 1-6, that creates the foundation for the personal, emotional, social and behavioral experiences needed to prevent eating disorders. Students can learn and develop a strong self-awareness and confidence through ongoing systemic experiences.

A developmental guidance and counseling program, SH 1-8, is essential to support all throughout this process. The guidance and counseling program needs a developmental focus which includes a classroom group guidance system, small group and individual counseling, classroom enrichment units regarding eating disorders, staff and family development, resource development and professional teams and committees.

As long as:

- the focus is on the essence of who you are and not just the way you look
- winning is not more important than doing one's best
- cooperation is valued more than competition
- there is a plan for building a strong self-identity

- we teach students personal, emotional, social and behavioral skills to support their development

we get from here to there.

## Suicide

**S 1 - 6** **SH 1- 8** **A Crisis Plan**

There is a growth in the number of students who are depressed, unable to focus on their work and are pessimistic regarding their future. Therefore we need to take action with a comprehensive solution for suicide. A developmental guidance system, SH 1 and S 1 - 6, creates the foundation for the personal, emotional, social and behavioral experiences needed to prevent suicide. These experiences assist in early identification of student problems so all students learn how to support each other and ask for help.

In addition a developmental guidance and counseling program, SH 1 - 8, is essential to support all throughout this process. The guidance and counseling program needs a developmental focus which includes a classroom group guidance system, small group and individual counseling, classroom enrichment units on loss and suicide, staff and family development, resource development and professional teams and committees.

One important team, SH 8, to support all students is one that responds to a crisis. A defined team and crisis plan in all school districts is critical. This team can assist students in applying skills learned in SH 1, the developmental guidance system. SH 2, classroom enrichment units, can be an important link if the topic, suicide and loss, is included in the enrichment plan or can be implemented after the crisis. In some cases students may benefit from a referral for small group or individual counseling with the school counselor.

When:

- we have students who do feel they are important and valued
- we have an ongoing process in place for communication within the classroom and school
- we have cooperation as the main focus within the classroom
- we have a program that discusses loss and the permanence of loss
- people involved with children know and see the warning signals of suicide
- we require and teach students to support each other and learn the personal, social, emotional and behavioral skills so they know how to support

we can get there.

## Student Destructive Behaviors Toward Others

S 1 - 6 SH 1- 8

Students who demonstrate destructive behaviors toward others need a proactive, developmental approach for their behavior pattern so that students learn new constructive skills to replace their destructive interactions. This occurs through the implementation of a developmental guidance system, SH 1 and S 1 - 6. The system creates the foundation for the personal, emotional, social and behavioral experiences needed to support students in their development and prevent other destructive behaviors. The focus is on the helpful behavior you want and all behavior is used for learning. Chapters Two and Three discuss important background information for this section.

A developmental guidance and counseling program, SH 1 - 8, is essential to support all throughout this process. The guidance and counseling program needs a developmental focus which includes a classroom group guidance system, small group and individual counseling, classroom enrichment units for other-destructive behavior, staff and family development, resource development and professional teams and committees.

As long as:

- we focus on what you want more than what you don't want student behavior to be
- students learn personal, emotional, social and behavioral skills
- affective skill development is viewed as a priority
- student-teacher and student-student relationships and classroom climate are assessed and improved

we can get there.

I know
this is what
all students
deserve.

The following is the road map for the two most common other-destructive concerns facing our youth, **school safety and abusive behavior.**

## School Safety

S 1 - 6 SH 1- 8 A Crisis Plan

Students report the need to belong in the school, feeling excluded through inappropriate interactions with peers and feeling isolated while at school. Students also report the most difficult place for them can be the classroom because of their treatment experiences with peers and teachers. These concerns are at the heart of creating safe schools.

Chapter Six addresses the need for an inviting, safe classroom climate. An inviting, supportive climate is usually one of the results from implementing a developmental guidance system, SH 1 and S 1 - 6. A system is the foundation for the personal, emotional, social and behavioral experiences needed to create safe schools and healthy student-teacher and student-student relationships.

A developmental guidance and counseling program, SH 1 - 8, is essential to support all through this safe schools process. The guidance and counseling program needs a developmental focus which includes a classroom group guidance system, small group and individual counseling, classroom enrichment units regarding safety and anger management, staff and family development, resource development and professional teams and committees.

One important team to support all students is one that responds to a crisis. A defined team and crisis plan in all school districts is essential. This team can assist students in applying skills learned in SH 1, the developmental guidance system. Classroom enrichment units on safety and anger management are important links. In some cases students may benefit from a referral for small group or individual counseling with the school counselor.

As long as:

- we have students feeling connected with the schooling process
- we have students comfortable to be in a classroom
- student-teacher and student-student relationships are viewed as a major factor in student safety
- students see peers as someone to "help" and not someone to "beat"
- students know the personal, social emotional and behavioral skills needed to communicate and belong

we can get there.

## Abusive Behavior

**S 1 - 6** **SH 1- 8**

Because children who grow up in an abusive environment may have a difficult time knowing how to have relationships that are abuse-free and many of those students are in our classrooms, we need to create classrooms that demonstrate healthy relationships and teach skills needed to create a new student frame-of-reference. The developmental guidance system, SH 1 and S 1 - 6, creates the foundation for the personal, emotional, social and behavioral experiences needed to break the cycle of child abuse and develop healthy relationships. Information from Chapters Two, Three and Six may provide useful information for this section.

In addition, a developmental guidance and counseling program, SH 1- 8, is essential to support all throughout this process. The guidance and counseling program needs a developmental focus which includes a classroom group guidance system, small group and individual counseling, classroom enrichment units regarding child abuse, staff and family development about abuse, resource development and professional teams and committees.

When:

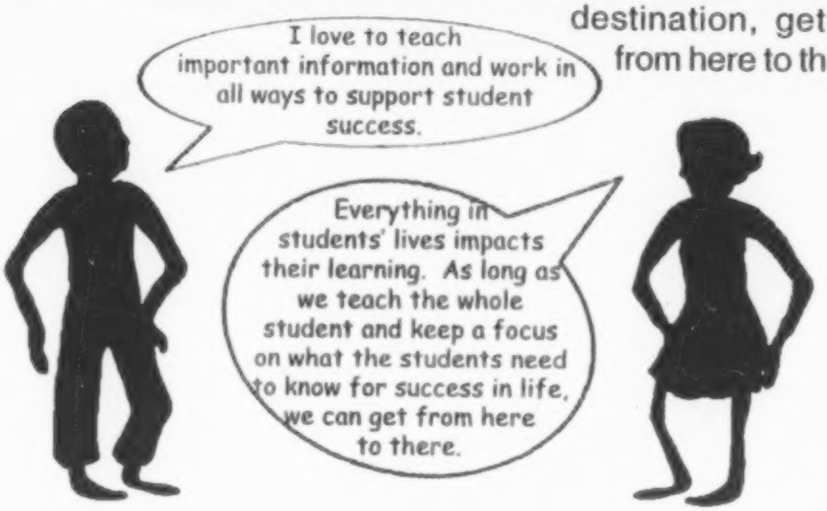
- we don't ignore child abuse warning signs
- we teach personal, social, emotional and behavioral skills to all students
- students learn how to have healthy relationships at school
- classroom climate is inviting
- families receive the support and help they need
- we have a comprehensive plan for stopping child abuse and breaking the child abuse cycle

we get there.

## The Truth

Since beginning our journey, I have discussed areas of concern critical to our students and our future. Each of these areas of concern and their impact on our students is too important to leave to chance. Now we know what we can do for things to work successfully. Our current approach to these important areas of concern may need to change or be modified, then implemented as the plan outlined in this chapter suggests.

Putting a comprehensive, developmental guidance system and a developmental school guidance and counseling program in place is fundamental and essential for a successful trip. The plan on our road map needs to be put into action because we want a different result. As long as we change our current course of action, when we follow our road map, we can successfully complete our journey and arrive at our destination, getting from here to there.


I love to teach important information and work in all ways to support student success.
Everything in students' lives impacts their learning. As long as we teach the whole student and keep a focus on what the students need to know for success in life, we can get from here to there.

## A Closing Note

The concerns, plans and solutions outlined here are the result of my journey to support all students and make a difference in the way we approach education. Your comments and support are welcome. If you are interested in additional information or in information about **The Grow With Guidance System**, please contact me. I'm interested in working with you and helping you document your success. Together, "we can get from here to there" through the systemic approach discussed in this book, a shared vision and a commitment anchored in the desire to truly educate all.

Best wishes for a successful journey,

Tommie R. Radd

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**The Grow With Guidance System** includes everything you need to successfully implement the ideas in this book.

Photo by Show and Tell Photography

**Dr. Tommie R. Radd** works with professionals who want guidance systems that really work. She is an internationally-known and widely respected guidance expert in education and counseling for over thirty years. As creator of **The Grow With Guidance System** and **The Grow With Guidance System Training**, Dr. Radd has designed a time-tested guidance system and training program that effectively educates professionals in its use.

Dr. Radd lectures throughout the United States and abroad at conferences and workshops on many topics, including comprehensive developmental guidance programs, classroom behavior management, school-to-career programs, character education, many prevention programs such as safe schools, self-concept and teacher/counselor effectiveness. She consults and collaborates with school districts and education departments nationally and internationally in the areas of innovative school organization and school guidance and counseling. Dr. Radd adapts her presentations to meet the needs of individual school districts or education groups.

Dr. Radd has facilitated thousands of students' progress in developing stronger self-concepts, other awareness, self-control, decision making/problem solving and group cooperation. *Counseling Children, Fifth Edition*, includes the self-concept process she developed, integrating self-concept into life skill education.

Dr. Radd is professor of Counselor Education at the University of Nebraska at Omaha. She holds a doctorate in elementary education curriculum and instruction with specialization in administration from the University of Akron. She is a licensed professional counselor, holds National Board Certification, and numerous counseling, teaching and administrative certifications. Dr. Radd has written more than 35 publications and has presented at numerous state, national and international programs and conferences.

Grow Guidance

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